SEPTEMBER 1999

NEA Today

The Magazine of the National Education Association

Inside: A new look for NEA Today — and some great new features!
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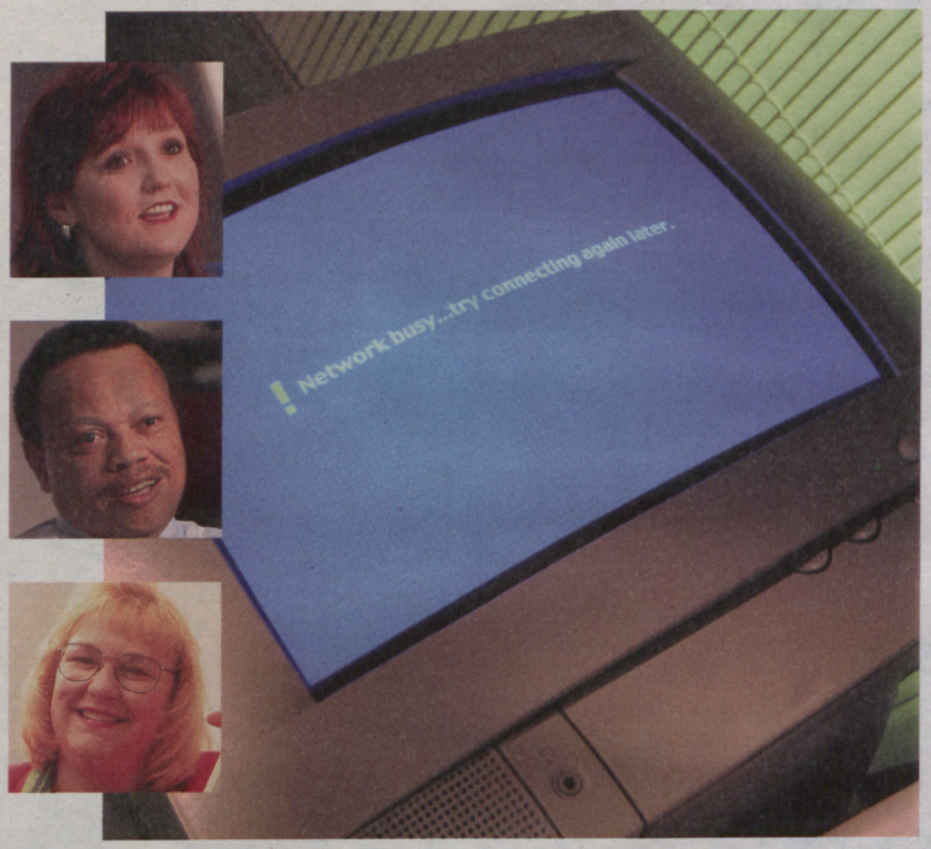
Don't Know Much about Technology?

Kentucky technology coordinator Charlanne Pook can help get your school year off to a great start.

see page 8

NEA Today

Volume 18 • Number 1



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50 Techie Tips

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NEA Today

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Michael Quan

september '99

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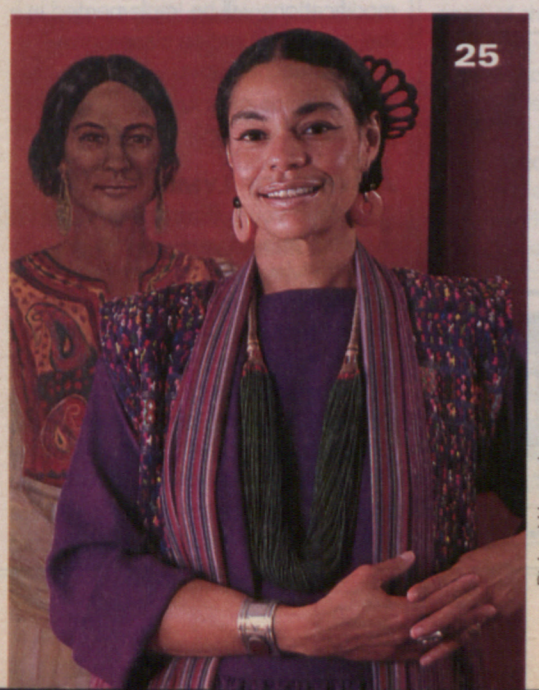

Richard Howard

NEA at a Glance

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NEA Today
Inclusion Confusion
How will the new law on students with disabilities affect Cathy Rehman's classroom — and yours? The answer starts page 4.

Letters

AFTER LITTLETON

Have you noticed? In every incident of school violence, a school employee acted heroically. In each case, school employees placed themselves between the danger and the students.

Of course, we don't need violent incidents to find heroes. In every school, there are educators who are heroes, giving of their own time and resources, day in and day out, to reach and teach their students.

But educators need *other* heroes to keep schools safe and educationally strong. We need parents to be involved and concerned with the lives of their children. We need a public that's interested and supportive of their local schools. We need school board members of strong heart and good will. And we need legislators to be heroes, too.

We need heroism that is long term and daily, so extraordinary and final heroism will never be necessary again.

C. Eugene Price
Fort Wayne, Indiana

As Martin Luther King said, "Violence is not the way, but there is a better way."

Unfortunately, the message we so often send our children is that violence does indeed solve problems. Witness the bombings of Serbia and Kosovo, and the glorification of violence on television and in other media accessible to children.

Is it any wonder that the National Rifle Association is so much more influential than nonviolent organizations committed to peace and helping people?

It would be a tribute to Dr. King—and to ourselves—if we made helping others a national priority. Instead of glorifying violence, we need to honor and perform acts of kindness—feeding the hungry, housing the homeless, caring for the sick, and treating the most vulnerable among us with dignity and respect.

If we do these things—and we're lucky—children may follow our example.

Michael Chew
Department of Defense Schools
Stuttgart, Germany

I was sickened and outraged to hear presidential candidate Pat Buchanan blame the lack of morality in public schools for the shooting in Littleton, Colorado, less than a week after a science teacher sacrificed his life trying to save his students. Public school teachers need to speak out against such irresponsible and offensive statements from those who stand to benefit financially from the demise of the public schools in this country.

Theresa Norwark
Dayton, Ohio

As a guidance counselor in Colorado, I watched the events in Littleton with a sense of horror, sadness, and helplessness. I kept thinking of ways to make some kind of difference, to stop the violence. How about placing ads on TV that promote safe schools?

One possibility: The ongoing ads aired on NBC—"The More You Know"—could depict situations encouraging students to tell an adult when they hear about a potentially violent situation or a threat involving weapons.

The goal: to get kids to feel they can take a stand against violence in their own schools—without fear.

Pat Shoffner
Colorado Springs, Colorado

In your push for safe schools, you left out a key resource that can make a difference. The National Rifle Association's Eddie Eagle program teaches firearms safety and respect for firearms—and has won national recognition for its nonjudgmental approach.

I understand that, as a public school teacher who supports the National Rifle Association, I am "politically incorrect." But before you criticize my views, take a look at the Eddie Eagle program on the Web at www.nrahq.org/safety/eddie/index.shtml.

Joe Maher
Eagle River, Arkansas

One reason for the increased violence in our schools and in our society is the lack of appropriate consequences. The *'P'* word—punishment—has been taken out of the vocabularies of teachers, parents, and principals.

Now's the best time to implement national standards for student behavior, dress, and consequences. After 30 years of teaching, I know that when the simplest of rules go unenforced, the rest of them become mere suggestions.

Robert York
San Bernardino, California

One of the reasons public schools are having problems with violence is that elected liberal officials have failed to enact laws that deal properly with youthful offenders. We need legislators who are willing to deal with students—and parents—who disrupt public schools. That's how we make schools safer.

Roberta Camacho
Stoughton, Massachusetts

On the evening of April 18, a man celebrating his birthday got drunk, then took a joy-ride down a country road. He made no effort to control his vehicle, and using that truck as a lethal weapon, he snuffed out the life of one of my 12-year-old students, Laura Reyburn.

Grief ripped through our school community because of the accident. And that's what it was, an accident. That man, I'm sure, did not intentionally kill Laura, but because of his irresponsibility, we lost a very precious member of our community.

As we moved into our second day of grieving, students dressed in black trench coats and armed with sawed-off shotguns, pipe bombs, and pistols tore through Columbine High School in Littleton, Colorado.

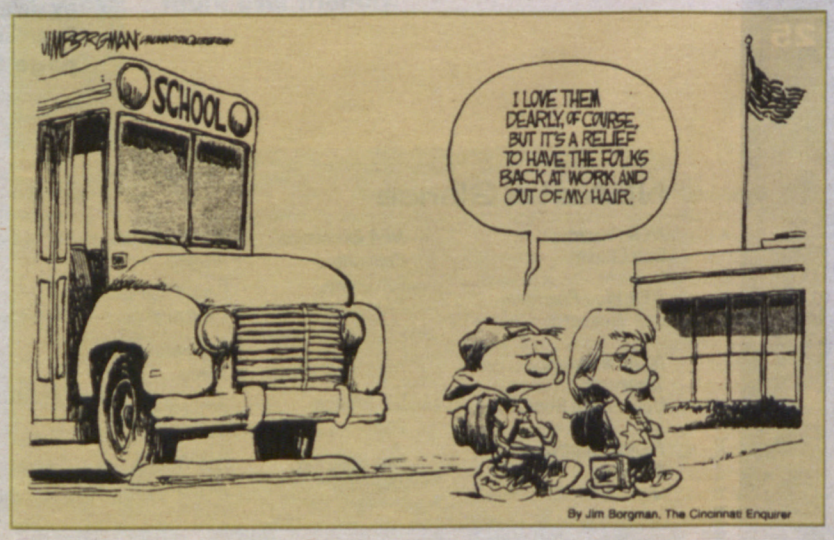
Unlike Laura's death, the Colorado tragedy, more than likely, could have been prevented. It happened because no one took those boys seriously when they talked about guns and violence.

How can we prevent such tragedies from happening again? By training teachers and staff and educating students—more importantly, convincing them to speak up about abnormal behaviors in their peers.

Metal detectors, guards, and police officers on school campuses can only do so much. Schools need strong student assistance teams, community outreach programs, parent education classes, and conflict resolution teams. Parents need to make it their business to know what their children are doing. And we, as Americans, need to wake up and come together to protect our youth from this senseless violence. It will not end until *we* do something about it.

I've shed enough tears for lost children. My heart needs to heal.

Kathleen Geesey
Oxford, Pennsylvania


JIM BORGMAN
SCHOOL
I LOVE THEM DEARLY, OF COURSE, BUT IT'S A RELIEF TO HAVE THE FOLKS BACK AT WORK AND OUT OF MY HAIR.
By Jim Borgman, The Cincinnati Enquirer

ORDER IN THE COURT

Your timeline for handling discipline according to the new regulations for the Individuals with Disabilities Education Act (IDEA) missed a step (Cover Story, May).

After a student picks up a chair and hurls it across the room, injuring a classmate, you forget to mention that the parents of the injured classmate will likely sue the school and bring charges against the misbehaving student.

Violence, whether caused by a disability or not, cannot be tolerated in our schools. And if the schools won't help teachers, then we will turn to the courts and the law!

Susan Carey
Versailles, Kentucky

Your article on the IDEA should reflect best practice rather than the minimum requirement. All Individual Education Programs need to have regular education teacher involvement.

Your example—that teachers don't have to attend IEP meetings about speech therapy because they don't deliver speech therapy services—is completely off base. That's the very reason why a regular education teacher should be included.

Specialists, however competent, shouldn't be making decisions about students—particularly when the modifications will be implemented in the regular education classroom—without teacher input.

Jeff Gaskins
Salem, Oregon

A TWIST OF LYME

I applaud your effort to inform educators about Lyme disease (Health, May). But I find several misleading statements in your article, so let me make a few corrections.

First, there's more than one strain of the bacteria for Lyme disease. Second, ticks can transmit diseases besides or along with Lyme disease. Third, there are laboratory indications that other ticks, besides deer ticks and black-legged ticks, can

transmit a Lyme or Lyme disease-like illness. Finally, not everyone who gets Lyme disease gets its most striking symptom, the bull's eye rash.

Since I've lived with the destructive powers of this organism, my advice to a patient who suspects Lyme disease is to seek medical help immediately. Prompt antibiotic therapy may be able to stop the infection before serious, long-term damage is done.

Carol Grieb
Lawrence, Kansas

UNION SACRED COWS

What was Bob Chase talking about (President's Viewpoint, May) when he said, "We can't allow union sacred cows to block the path of members who want to pursue their own vision of school quality and reform"?

Are the people who put their own jobs on the line and sacrifice their own interests to fight for a decent standard of living for America's educators now "sacred cows"? Chase should show more respect for the people who built this union.

Mike Touzeau
Metamora, Michigan

Let's Talk

Share your ideas, comments, and opinions with *NEA Today* in one of five ways:

- By mail: Write to Letters, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036
- Through the Web: Go to www.nea.org/neatoday and click on "Submit a Letter to the Editor"
- By E-mail: Send your letters to neatoday@nea.org
- By Fax: 202/822-7206
- By Phone: 202/822-7201

Letters are edited for length and clarity.

THE COLOR LINE

NEA Today gave high marks to True Colors, a workshop that helps teachers identify the personality types of their students with one of four colors (Delight, May). What will we do after we label them? Segregate according to color?

Mace Bravin
Tucson, Arizona

SCHOOL NURSES

I object to the classification of school nurses as "support personnel" (Inside Scoop, May). While I certainly do not denigrate the importance of the responsibilities that support personnel have, it is crucial that school nurses be recognized not only for the job they do, but for the credentials they bring to the job. In most states, certification requirements for school nurses are equal to, or actually exceed, those of teachers.

Like guidance counselors and school psychologists, school nurses are an integral part of the professional educational community, actively participating in policy making, curriculum planning, IEPs, classroom teaching, and most other aspects of the school environment.

Jeremy Benton
Madison, Wisconsin

THE TEACHING LIFE

I was impressed by your article on Eleanor Braver, the 86-year-old health teacher in Los Angeles. I have so many questions I'd like to ask her about teaching. Can you suggest how I might get in touch with her?

Charles Walters
Confluence, Pennsylvania

Editor's note: We received lots of mail commending Braver's achievement. You can write to her at 14130 El Casco St, Sylmar, CA 91342. In addition, we heard from other teachers with amazing longevity. Ollie Stone started teaching in 1936, retired in 1998, and still substitutes in Belpre City Schools, West Virginia. Mary Lash , a home economics teacher in California, has been teaching since 1950. Irene Rahder has been teaching third and fourth grades in Naperville, Illinois, for 52 years. And Ruth Strozinsky is over 90 and still teaching in Wisconsin.

SUPPORTING GAY TEENS

Thanks for publishing NEA members' suggestions for ways to support gay students (Dilemma, April). Homophobia is a persistent internal, as well as external, beast that all of us fight, whether we are gay, bisexual, straight, or transgendered. Winning the fight is key to the movement to achieve safe schools for all students, regardless of their sexual orientation.

Christina Cowell
Ashford, Connecticut

CENSORSHIP'S FLIP SIDE

Derrick Neill seems to be blissfully unaware of his own intolerance of those with differing options (My Turn, April). He should be allowed to teach from his book, creationism should be open for discussion, and homosexuality should be mentioned in sex education pamphlets. It's called freedom, and it must work for everyone if it is to work for anyone.

Wayne Kniskern
Hickory, North Carolina

If we are to be able to incorporate works such as *The Outsiders*, *Forever*, and Derrick Neill's *Adventures in Spacetime*, then shouldn't we also be able to use the Bible?

Jeanne Mullins
Angier, North Carolina

President's Viewpoint

BY BOB CHASE

Courage From Columbine

We can all draw inspiration from the professionalism of our Columbine colleagues.

We will never forget Dave Sanders's gallantry under fire at Columbine High. Amidst the chaos of that terrible April afternoon, Dave did everything he could to protect his students. He died a hero. As a new school year begins, we can best honor NEA member Dave Sanders and his Columbine colleagues by drawing inspiration from their magnificent courage and professionalism.

Consider that when Columbine classes reconvened two weeks after the shooting, 100 percent of the surviving staff members reported for duty. In a gesture of defiance, the teachers began the school day with their fifth period classes—exactly where they had been interrupted by the gunfire.

In the wake of Columbine—and as I begin my second term as your president—I feel a redoubled sense of purpose. My task, our task, is to continue building a new, more ambitious Association that addresses all the professional needs of the dedicated people who staff our public schools.

Over the last three years, as we have charted NEA's new course, we have had passionate, often difficult debates—exactly the kind of debates that a vibrant organization should encourage. Certainly, I have not hesitated to speak up in these discussions. Nor have you hesitated to zing me when you think I'm wrong.

For example, in the May issue of *NEA Today*, I provoked the ire of many (I know because I got your E-mails!) by writing that "NEA cannot allow sacred cows to block the path of members who want to pursue their own vision of school quality."

"My task, our task, is to continue building a new, more ambitious National Education Association."

Now, maybe that wording was undiplomatic, but it cuts to the heart of this thing we call New Unionism. Because, let's be frank, every organization has sacred cows. The difference at NEA is that you have had the courage to question our sacred cows—and, when necessary, to move them off the tracks.

Peer review is the most obvious case in point. For years, our Association saw peer review as a threat to union solidarity. We forbade it. But this being NEA, some of our members did it anyway—and, lo and behold, it worked for them. So two years ago at the NEA Representative Assembly, delegates repealed the peer review ban. Today, scores of NEA local affiliates are going forward with peer review in their districts.

Another sacred cow was the idea that the union-management relationship is—and should be—adversarial. In the past, those of us who advocated collaboration were accused of sleeping with the enemy. But today, many hundreds of NEA local affiliates are taking risks. They're building genuine partnerships with superintendents and school boards to improve the quality of their schools.

Perhaps the oldest sacred cow—a real long-horn—is the idea that the union's job is to focus strictly on improving salaries and working conditions. According to this view, quality is management's problem. But our new NEA rejects this traditional division of roles. We insist on doing both.

By all means, we have a duty to ensure that our members are treated and paid decently. But, at the same time, we have staked out a more aggressive advocacy on issues of quality, including mentoring, professional development, smaller class sizes, and National Board certification.

Most important, our new NEA is matching its words with action. We are accomplishing big things—and, believe me, the outside world is noticing. Earlier this year, I was invited to the National Press Club to report on our progress in "reinventing" NEA. I was able to cite hundreds of initiatives and innovations by NEA affiliates. And as I did, the history teacher in me couldn't help recalling Churchill's quip after Britain's victory in World War II: "The nation had the lion's heart. I had the luck to give the roar."

I know what Churchill meant. Thanks to your "lion's heart"—thanks to all the amazing things NEA members are doing in school districts across America—I have been able to give a pretty convincing roar, myself. For that, I am deeply grateful. ✔

Comments? You can E-mail me directly at BobChase@nea.org.

Let's make candidates measure up for children and public education

With the 2000 elections coming up, we need to know which candidates are – and aren't – supporting the issues that have a positive impact on children, public schools, and education professionals.

That's why before the NEA recommends any candidates, we make sure they measure up on the issues we care about:

- **Strengthening Public Education**
  Increased funding for schools and colleges, opposing vouchers and privatization, and modernizing school facilities.

- **Ensuring Children's Health & Safety**
  Supporting safe schools programs, continuing Head Start, and increasing health and nutrition programs.

- **Maximizing Student Learning**
  Smaller class sizes, early childhood education, programs for disadvantaged children, vocational education, college scholarships, school-to-work, and updating technology.

- **Respecting School Employees**
  Higher salaries to keep the best employees, inclusion in decision making, and increased funding for professional development and professional growth.

NEA Election 2000:

Making Sure Candidates Listen To Us.

Your Voice Is Important... Let us know what you think by visiting our Web site @ **www.nea.org/lac**

nea NATIONAL EDUCATION ASSOCIATION

Facing the Tragedy At Columbine High

Where were you when the shooting began? The president of NEA's local affiliate in Jefferson County will never forget.

BY JANE GOFF

Tuesday, April 20, 1999, began with the annual Good News Breakfast. The celebration, co-sponsored by the 3,500 members of the Jefferson County Education Association, recognizes local agencies and individuals who have gone above and beyond the call to foster community spirit and care for people in need.

This year, the event came as a welcome break before intense eleventh-hour negotiation sessions with the school district were to resume later that morning.

In recent years, JCEA and the administration have built a more positive working relationship, but the district has been in the throes of a budget crisis for 10 years. In April, we were trying to reach a settlement —with literally no resources.

On that fateful Tuesday, we had only one significant contract article to address before facing the inevitable discussion about money. We signed off on "Student Discipline and Teacher Protection" at 11:05 a.m.

Just 16 minutes later, at 11:21, two Columbine High students entered their own school and started shooting. Within minutes of the first televised report at 11:30, JCEA staff, teacher leaders, and support staff leaders were called to the central administration building to assist with crisis organizing. We began by calling all 110 Columbine High staff members.

It was a brutal task for me. I grew up in Jefferson County, attended its schools, and have taught in them for 27 years. Among the Columbine staff are some of my own high school friends, former colleagues, and dozens of JCEA members I know well. I tried mightily to keep my emotions in check, at least until the phone calls were completed.

The last call I made, at 7:30 p.m., was to science teacher Dick Will, a friend of 25 years. His wife told me that Dick was among the last to be rescued, nearly five hours after the melee began, that he was all right and on his way home. He had kept several of his students safe even as bullets sprayed the windows near the ceiling of his classroom.

At the time, we didn't know the whereabouts or condition of Dave Sanders, the teacher who was killed while ushering students to safety.

David Zalubowski

Jane Goff, a high school French teacher and president of the Jefferson County (Colorado) Education Association, can be reached via E-mail at JaneG12@aol.com.

In those first few terrible days, even as the countless memorial services and funerals began amid the ensuing media circus, none of us could have imagined how many lives would be affected.

Within the first 24 hours, the JCEA office received letters and faxes from Maine to Washington, Israel to Russia. Students sent cards, posters, poems, and letters. Entire families and student bodies sent us signed banners in hopes we would deliver them to the memorial site set up in the park near Columbine. Still, nearly five months later, cards and contributions arrive daily.

And the healing continues. As Columbine students and staff return to their repaired and renovated building this fall, they are steadfastly determined to restore their school's reputation of excellence. For all of us in Jefferson County, they continue to be a source of inspiration, a beacon of promise for a better future.

We remain deeply appreciative of the continuing support of mental health professionals here and across the country. They have been invaluable in helping us to survive emotionally and begin the healing process.

And the collective efforts of our superintendent, school board, administration, and all JCEA members have been nothing short of inspirational. We are proud of how our Jefferson County family remains united in response to the tragedy and committed to seeking solutions.

In addition, Colorado Education Association and NEA leaders and staff have helped guide us through the incredible maze of details that demand our attention daily. Along with thousands of NEA members, they have shared our tears, held us up, and reminded us we're not alone.

As another school year begins, I invite you to join us in doing all we can to prevent another Columbine. Let's work together to convince legislators, community leaders, and parents that the Columbine tragedy is a personal tragedy for all of us. Because whether it happens in Edinboro, Springfield, Jonesboro, Paducah, Conyers, Littleton—or the next place—it happens to all of us, in our districts, in our schools, and on our watch. ✔

As you've probably noticed by now, *NEA Today* has a new look—starting with the new nameplate on the cover and continuing right on through the entire issue. We've made a variety of changes—and additions—that we think will make *NEA Today* a more valuable publication for you.

Bill Fischer
editor

What we haven't changed are the *NEA Today* features that you've told us are most important to you. You'll find all your favorite features inside this issue, only sometimes in a different location.

Our Debate page, for instance, has moved from the back of the magazine to page 11. This will give us a chance to directly relate each Debate to our cover story.

Another change: We've expanded our contents page from one page to two, a step designed to make it easier for you to identify the articles that speak directly to your needs.

With the expanded contents on pages 2 and 3, we've shifted NEA President Bob Chase's column to page 5 and coupled it with our letters section to create a vibrant forum where NEA members can explore and exchange perspectives.

Our News section, beginning on page 14, has also undergone a major facelift. The goal: to keep you up-to-date on the issues—like vouchers and school safety—that face NEA members around the nation.

The *NEA Today* Learning section now begins on page 24, and we've added several new features, including a page devoted to reading and a two-page On the Team spread that spotlights the work of NEA's education support members.

You'll find plenty of other coverage on support staff inside these pages. We'll be working hard to help teachers and support staff work together for quality schools.

Comments on the new *NEA Today*? Please E-mail me your thoughts at neatoday@nea.org. Have a great year!

Bill Fischer

50 Techie Tips

Don't let computer glitches slow you down. Power up your school year with these simple tips.

Charlanne Pook

So you think cache is how much money you take to the grocery store, RAM is a farm animal, and Internet cookies are snacks you munch while surfing the Web?

Or maybe you know your cache from your cookies, but you haven't a clue about how to get the most out of the time your students spend on the Internet?

To help you start the new school year cyber-savvy, we asked the experts—NEA members who serve as school technology coordinators—to share their best tips on getting the most out of computers.

Our three experts: Cheryl Ward from Perry Public Schools in Ohio, Albert Howard from Park View High in Sterling, Virginia, and Charlanne Pook from Jessamine County Schools in Kentucky. If you're a beginner, a "power user," or just in a computer rut, read on. You'll find a tip here for you.

Want more? Have questions? Have a tip of your own you would like to share? Check the Web at www.nea.org/cet.

Photos by Scott Suchman

Albert Howard

HARDWARE

1) Buying a new home computer? First, ask yourself how are you going to use the computer. Then buy features according to what you need.

2) Keep these minimum standards in mind before you buy a home PC:

- 56K v.90 modem
- Intel's Pentium II, III, or Celeron, or Apple's PowerPC processors, all with at least 400 mhz
- 32 MB RAM
- 8 GB (or larger) hard drive

3) Make it a habit to regularly delete unneeded files that take up space on and slow down your hard drive.

4) Speed up your computer. In your computer's Fonts folder, keep only the fonts you use regularly. Elementary teachers, for instance, may only need that Dracula font in October. On Macs, the Fonts folder is located in the System folder. Windows users will find it in the Windows folder. Create a new folder named Old Fonts and move your seldom used fonts into it.

5) If your Mac warns you don't have enough memory to do a function, save your work and restart. Increase your Virtual RAM setting using the Memory Control Panel. Or buy more RAM.

6) Save ink by printing one copy of a document. Print in draft quality.

7) For as little as $200 you can get a TV scan converter that projects computer images onto a TV screen for wider viewing by students. Check out examples at www.electroweb.com/product/HARDORD/TViewMicroXGA.HTM.

9) To troubleshoot computer problems from home, try the Yahoo Computers Reference and Help desk: http://computers. yahoo.com/computers/ reference_help_desk/.

SOFTWARE

10) Don't hit Delete to remove software. Use the uninstall feature to make sure hidden files disappear.

11) Label and store all original software disks. You never know when

8) Ask for educator discounts before you buy.

Compaq provides info on educator discounts at www.compaq.com/education/k12 or call 800/88-TEACH. Apple offers discounts to educators, schools, and students. Call 800/780-5009 or visit www.apple.com/education/K12.

Dell offers educator discounts up to half off standard retail. Contact Microsoft Educational Resellers at 800/426-9400 or visit Dell at www.dell.com.

Gateway offers varying discounts. Products discounted for educational purposes are listed online at www.gateway.com or call 800/846-4208.

Micron makes discounts available to schools. Call 800/742-4334.

IBM also discounts personal and school computers; call 800/427-7235.

Cheryl Ward

you'll need to reinstall a program.

12) Don't rush through software installation. Follow the step-by-step directions on-screen.

13) Floppy disks are not designed to last forever. Trash old disks and use disk cases to guard against dust and other damage.

FILES

14) Create copies of your browser's Bookmarks/Favorites. In Netscape, from the Bookmarks menu, select Edit Bookmarks, then Save As from the File menu. In Microsoft's Internet Explorer, from the Favorites menu, select Organize Favorites.

15) Organize as you work. Save bookmarks and word files in specific folders for easy access.

16) Ensure compatibility of Microsoft Word files between home and school by always saving to the lowest version of Word you use. From the File menu, select "Save As . . ." and specify version from the Save As Type pull-down menu.

17) Need to determine the latest version of a document you've been transferring between home and school? You can identify the most current version by viewing a file's creation information. Highlight the file by clicking on it once. Mac users then press "Apple" and "I." Windows users right mouse click and select Properties from the pop-up menu.

HELP!

18) Print a software program's on-screen Help section and follow along as you work.

19) University Web sites often feature excellent tutorials on popular software applications. Try www.guilford.edu for tutorials on Excel and Powerpoint. Also check the www.uwsp.edu/acad/psych/compute.htm for Word, Netscape, and more, as well as http:/alexia.lis.uiuc.edu/lrl/links for computer and networking tutorials.

Software developers also offer tutorials. Check www.microsoft.com/education/k12 for an example.

20) Visit search sites like Yahoo or AltaVista to locate tons of useful software help and tutorial sites. In your search, append the key word "help" or "tutorial" after the name of the software you're trying to learn.

STUDENTS

21) Let students learn new software programs and teach their peers.

22) Organize younger students into a "Mouse Patrol." Have students come in early each morning, turn on class computers, and even leave a treat on the keyboard for users.

23) Invite parents to a "beginning-of-the-year technology conference" to discuss Acceptable Use Policies for the Internet and E-mail.

24) Keep a spiral ring of index cards on top of computer monitors. List student names on cards indicating when it's their turn to use the computer.

25) Share names of students who've violated your Acceptable Use Policy with colleagues, so they know who shouldn't be using the computer.

26) Integrate technology into projects and coursework to lessen distractions and focus student attention.

27) Encourage your school to invest in laptops for less advantaged students, to level the playing field for those without home computers.

28) Pair novice users with experienced students—but let the non-user "do the driving."

29) Place vocabulary words and homework assignments on screensavers as a reminder for students.

CYBERSPACE

30) Use the introductory free hours offered by online services to shop the Internet for cheaper service.

31) Many Internet Service Providers (ISPs) offer free Internet access to educators. Search the Web using the phrase, "free Internet service providers."

32) Save the first E-mail reply you receive from mailing lists you've joined. It often contains instructions on how to unsubscribe.

33) Remember, E-mail is not private. Don't use the school computer to send an E-mail you wouldn't want your mother or your principal to read.

34) Use a search site's Advanced or Power search menu to help eliminate long lists of irrelevant leads.

35) Turn Microsoft Powerpoint and Word files into Web pages. From the File menu, select Save As HTML.

36) For a collection of helpful computing tips from computer mags, check www.pcworld.com and www.win95mag.com.

37) Have students copy and paste URLs—Web addresses—from bookmarks into a Word document and the links will become active. Annotate the links to remember the general subject.

38) Make your class Web site useful to parents. List homework assignments, class projects, and the times when you welcome phone calls.

39) Use your browser's Find feature to jump to key words within a Web page. From the Edit menu, select Find.

40) Add frequently visited Web sites to your browser's toolbar. Explorer users: Select Favorites, then Add Page to Toolbar Favorites. Netscape users: Select Edit Bookmarks from the Bookmarks menu and drag and drop desired bookmarks into the Personal Toolbar Folder.

41) To help determine a Web site's quality, scroll to the bottom of the home page. Look for the last date the site was updated, along with the names of organizations that attest to the site's quality.

EFFECTIVE SEARCHES

42) Search engines give you what you ask for. Learn how search sites work by reading their Help section.

43) Kid-friendly search sites include www.yahooligans.com (Yahooligans) and www.ask.com (Ask Jeeves).

44) Check www.searchenginewatch.com for the low-down on high-tech searching. This resource features ratings and descriptions of all the major search sites on the Web.

45) Use the Translate feature on Alta Vista's search site any time you want to translate a Web page from English to another language (and vice versa).

46) Limit your search to a specific domain (for example: com, edu, org) or country (us, uk) likely to contain what you're looking for. Refer to search site's Help menu for the appropriate syntax.

47) In typing a URL into your browser's address line, you can usually omit the "http://" at the front. Just type in the address that follows. Also remember: Sentences end with periods, not URLs. Be sure to omit the period that follows a URL listed at the end of a sentence.

48) Problems printing from your browser? Copy from a Web page into a word processing document and print that document.

49) Save mail from education mailing lists in public folders on the school's network, so all your colleagues can access the information.

50) Invite your school's technology coordinators in to discuss your needs and expectations. Don't grab the coordinator on the way to the lab. Make it a win-win situation for everyone by explaining your needs in advance.✔

Techno-Jargon

The next time someone prattles on in technology-speak, don't be left out. Familiarize yourself with the phrases currently bandied about by computer users. We've even thrown in a few fun ones.

ADSL • Short for Asymmetric Digital Subscriber Line, a fast, permanent connection to the Internet that takes advantage of the unused bandwidth on your phone line.

Cache (pronounced "cash") • In Webspeak, this refers to copies of files from Web pages that you've already visited. These are automatically stored locally on your hard disk, which makes it easier and quicker to gain access to the pages when you revisit them.

Cookie • A feature that allows Web content providers to identify computers that have accessed their site. Tracks information about preferences that you've specified from that computer.

Disk Dancers • People who use the free online service disks bundled in magazines and direct mail to hop from one free account to another, never paying to be online.

Drill Down • Navigating a series of Web pages through successive levels of hyperlinks.

DVD • Digital Versatile Disc. A standard of data storage used to distribute high-quality, full-motion video as well as music and images.

Extranet • An internal organization Web site that's designed to support access by limited groups of outsiders.

Firewall • Software that protects a computer network from unauthorized users.

https:// • The 's' shows that information you are sending to a Web site will be "encrypted," making it near impossible for anyone to decipher your credit card number or personal information.

Mouse Potato • The online equivalent of a couch potato.

MPEG • One of several standards used to deliver high-quality video and sound over the Internet.

Platform • The type of computer "box" you do your computing on. You can have a PC platform, a Mac, a Unix, among other choices.

RealPlayer (RealAudio) • Another popular format for delivering audio and video files.

Screenagers • The much sought-after marketing demographic of 18- to 24-year-olds who group up in front of TV or computer screens.

Spamming • Flooding E-mail boxes with unsolicited mail.

WebTV • A VCR-like box that connects to your TV and lets you surf the Web. Monthly subscription required.

Word of Mouse • Gossip spread via cyberspace.

RESOURCES

The technology page on NEA's Web site, (www.nea.org/cet) offers a variety of helpful computing tips and discussion forums, including information on integrating technology into the curriculum. The 21st Century Teachers Network (www.21ct.org) is a nationwide volunteer movement devoted to developing new skills for using technology in teaching and learning.

Teaching With Technology, a new book from the NEA Professional Library, spotlights classroom teachers who are making technology really work as an instructional tool. NEA member price, $9.95, plus s&h. Stock #2915-1-00-F. Call 800/229-4200 or order from www.nea.org/books.

The Family Education Network (http://Familyeducation.com) offers free support for building Internet school-home communications. Schools in the network can also access tools for creating and maintaining Web sites.

The new Education Resource Network (www.ERNonline.com) currently features help for K-6 educators, with everything from standards-based lesson plans to a collection of sample letters to parents. ERN is a subscription service.

Education World (www.education-world.com) offers a searchable database of more than 100,000 sites.

The Children's Software Revue (www2.childrensoftware.com/childrenssoftware/) rates software and Internet sites for kids of all ages.

Q&A

What Can Technology Really Do? See for Yourself!

Sarah M. Brown

NEA's new tech exhibit, says staffer Don Blake, sends a powerful message—and you don't even have to visit Washington, D.C. to get it.

Want to excite your colleagues with the possibilities technology offers your school? A landmark new interactive technology exhibit put together by NEA and a score of businesses interested in technology and education can help.

The exhibit, "TECH: Making the Grade," is located at NEA headquarters in Washington, D.C. But you don't have to travel to the nation's capital to see it. The exhibit is also available in cyberspace.

NEA Today recently spoke with NEA staffer Don Blake, the exhibit's content coordinator.

Why an exhibit?
We want to communicate to policy makers, educators, and parents the power of technology to transform student learning and teacher teaching. But "Making the Grade" isn't a trade show of the latest, greatest technology. All of the components are hands-on and interactive, so the exhibit allows visitors to experience how students are actually using new technology to learn, and how teachers are actually using it to teach.

How is the exhibit organized?
Educators are using technology in a number of distinct areas—everything from distance learning to connecting schools and homes. We designed the exhibit around these themes. In each area, we try to raise questions that encourage people to think through the issues involved.

Is the exhibit limited to computer technology?
Not at all. We feature telephone voice-messaging systems and programmable robotics. We have a student-created project that involves a robotic car that's engineered to respond to light. We also feature student-produced video clips that give visitors an idea of how broadcast technology is helping students get involved in both their school and community.

How can educators experience the exhibit?
Groups and individual visitors can participate in self-guided tours. Much of the audio and video from the exhibit is also available on the Web at www.makingthegrade.org. Educators can log on for a virtual tour of portions of the exhibit, or they can use the site to register for an in-person visit.✔

Should School Computer Labs Be Phased Out?

BARBARA BARR, ***is a K-1 teacher at Brookside Elementary School in Nicholasville, Kentucky. This 24-year teaching veteran teaches nearly all lessons using classroom computers. In the fall, Barr will work in her district's technology office training teachers how to integrate computers into the curriculum.***

yes

Computers belong in all classrooms, not held captive in the computer lab and taught as a specialized subject area at a scheduled time.

All staff and students need to learn how to effectively use this instrument. This can most realistically happen when computers are conveniently accessible in a classroom.

Computer labs have a number of drawbacks. In a lab setting, the computer is learned apart from other subjects and activities. It is much more difficult to integrate technology into other areas of the curriculum within the lab setting. The computer becomes a separate course or activity, rather than a tool used to enhance learning in other areas.

Time limits are another disadvantage to computer labs. Most educators have an assigned time to use the lab. This restricted access limits activities a teacher can conduct with students.

The time limits affect students, too. For example, a student doing a research project on World War II using computers in the classroom has instant access to major databases and can use the Internet to get resources. Research can be performed instantly and on an ongoing basis.

Scheduled time to conduct research in a lab a few times a week doesn't allow ample time to work on projects like this.

Even the physical location of computer labs causes problems in many schools. It is just too inconvenient to have educators take away from their classroom time to shuttle students down the hall or to another part of the school building. Once they get to the lab, there is no access to regular classroom materials.

Having computers located within an educator's classroom setting has a number of advantages. With just one computer in the classroom, we can:

- Create a spread sheet of students' names and have each student enter data for daily attendance, lunch count, and records of monies received.
- Use a scrolling marquee screen saver for spelling words, new vocabulary, announcements, or information.
- Replace messy chalk boards or overheads with PowerPoint presentations or a simple text program using enlarged fonts.
- Instantly access encyclopedia programs, museums, libraries, and universities.

Not only are computers convenient, they are the only teaching instrument that can handle all subjects on every developmental level and still keep up with the latest information. When the student is ready to learn, the classroom computer is there!

Teachers must become comfortable with computers in order to use them effectively. This will happen when computers are available in the classroom on a consistent daily basis.

In my 24 years teaching, I've seen programs come and go with varying degrees of success. Never have I found one simple item that added so much to instruction, while instilling a passion for knowledge in students. Why limit this tremendous tool to scheduled sessions in a room at the other end of the building? ✔

FERDI SERIM ***taught computer lab at John Witherspoon Middle School in Princeton, New Jersey, until his recent move to New Mexico. Serim is co-author of the book,*** ***NetLearning:*** **Why Teachers Use the Internet** ***and editor of*** **MultiMedia Schools Magazine.**

no

I call this the "right shoe vs. left shoe" debate. You need both kinds of shoes to get anywhere. In an ideal world, computers belong on every student's lap. But rather than focusing on where we put them, we need to focus on how the computers will be used. Once we know that, we can make better decisions about how they'll be deployed.

For the past ten years, I've worked as an educator in computer labs, in two different districts. I've seen labs used well, and I've seen them used in ways that make me cringe.

There is indeed a push by some to get rid of labs. Computer labs should not be phased out. Rather, they should be used in ways that make educational sense.

There is great value in having spaces where entire classes can use technology at the same time, whether it's a computer lab or a library/media center.

Computer labs are effective places to give all students adequate access to technology to perform meaningful work.

A good example of this is when Shannon Dahl, an 8th grade language arts teacher at my school, had her kids create books using the computer. Students gathered autobiographical information, pictures, and relics. They used a range of desktop publishing technologies to print, bind, and produce these one-of-a-kind heirlooms. The project ended in an "author's breakfast" for 125 kids, their families, and the community.

It took Shannon Dahl three weeks to complete the project using the computer lab. If she had only two computers in her room the project would take all year. Having six machines would have allowed her to complete it in 15 weeks. That doesn't make educational sense.

Before getting rid of labs and putting more computers in classrooms, educators should consider these additional benefits of computer labs:

- Most classroom computers are not networked to other school computers. Computer labs allow teachers and students to make projects and information available for collaboration via the school network.
- Classroom computers don't often allow for projection devices to support group activity.

When teachers used my lab, I'd make "housecalls" to other computers with my laptop and an LCD panel for wider viewing by groups of students. The teachers I worked with would rather have a machine that let "everybody" observe a demonstration than five or six machines that only served a fraction of their class.

I will say that simply having a computer lab within a school is not enough. The spectre of the empty, locked lab is responsible for much of the impulse to do away with labs and put the machines back into the classroom.

The lab must be viewed as a shared resource for both the classroom teacher and the computer lab teacher. Computer labs will only work when there are people who know how to use them, and who are empowered to make them serve educators' needs. ✔

What's Your Opinion?

Should school computer labs be phased out?
To vote, visit our Web site at www.nea.org/neatoday and see the results instantly.

Upcoming Debate question:

October issue: Would stronger gun control laws make schools safer?

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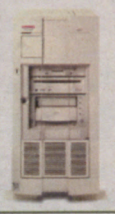

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It *Can* Happen in Your School

Don't let fear or denial stop you from trying to make your school safer. Here's help to get you started.

The challenges in Colorado's Jefferson County school system sound painfully familiar—rapid growth, hundreds of new students, and a dire shortage of funds for special ed teachers, counselors, and social workers.

But, like most NEA members, Jefferson County school staffers are pretty darned proud of their district.

"We have a history of excellence, both academically and emotionally," says Jane Goff, a high school foreign language teacher and president of the Jefferson County Education Association. "Many graduates still live here, and send their kids to school here."

Sadly, Goff—herself a product of Jefferson County schools—has had to draw on that emotional strength to help her 5,000 members through a mind-numbing crisis.

Last spring, two gun-wielding students at Columbine High School killed 15 people—including business teacher and NEA member Dave Sanders—and injured 28 others.

Now Columbine's community, Littleton, joins a grim fraternity of other towns—from West Paducah, Kentucky, to Conyers, Georgia—where folks never before believed their students were in danger of being shot on campus.

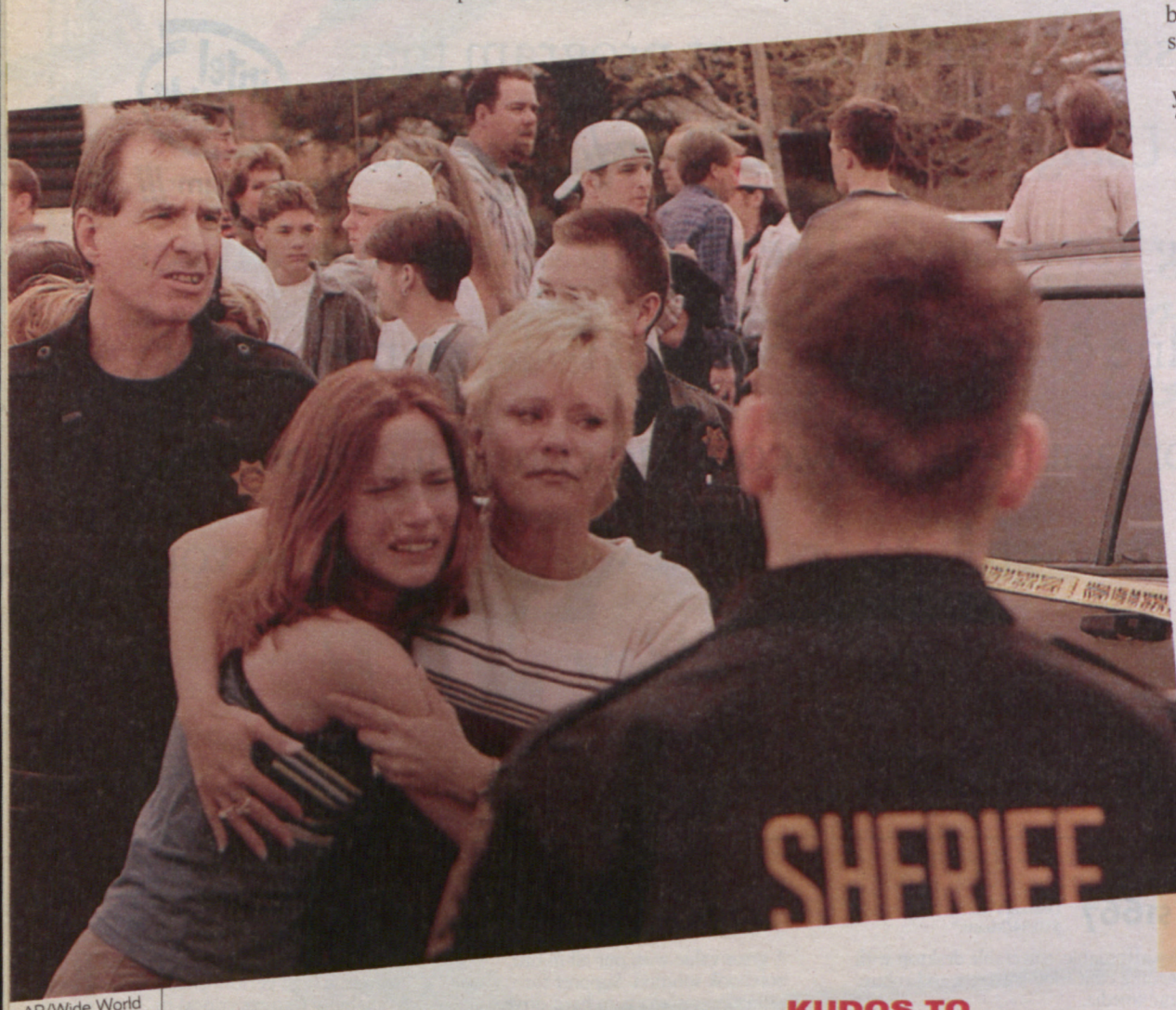
"Accept and believe that it *can* happen in your school," Goff advises NEA colleagues. "Get together *now* and talk to parents and community people who are interested in preventing school violence."

Here are five steps for getting started:

1) Recognize the causes of school violence. Jerry Newberry, director of NEA's Health Information Network, cites factors like access to weapons, media violence, bullying, and a breakdown of community.

But above all, Newberry stresses, "Adults today spend significantly less time with children, meaning that *other* forces, like the media, have a big impact over the long term."

"Take it from a teacher who has seen too many kids hanging around his desk after school," adds NEA President Bob Chase. "All children are hungry for attention from the adults in their lives. Every adult must get involved."



AP/Wide World

The tragedy of Columbine High School can happen elsewhere. That's why it's important to recognize the causes of school violence and reach out for support in the community.

Facts & Figures

In the four weeks after the tragedy in Littleton, Colorado, more than 350 students were arrested nationwide on charges related to threats against schools, school officials, or classmates.

Source: Education Week

KUDOS TO . . .

NEA affiliates at work for safety

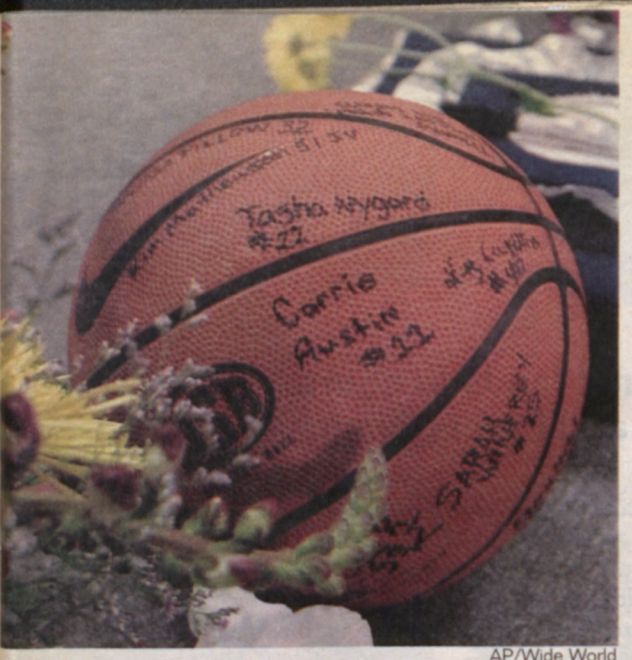
• In **Kentucky,** a broad coalition—from NEA members to the criminal justice community—has helped pass and implement a comprehensive school safety law. A training cadre from the **Kentucky Education Association** is bringing members up to speed on the law and general school safety issues.

• In **Los Angeles**, NEA's local affiliate is energetically implementing a state law requiring school site safety plans. Each school has a broad-based safety committee and crisis intervention team, and **United Teachers of Los Angeles** members can use "incident reporting cards" to flag unsafe conditions.

• In Atlanta, the **Georgia Association of Educators** has helped win state legislature approval for a strong safety law allowing teachers to remove chronically disruptive students from class, and a tough new anti-bullying statute.

• In **Kansas**, the NEA state affiliate has won laws requiring districts to inform teachers of potentially dangerous students and expanding the definition of "weapons" and the penalties for possessing them.

• In **Connecticut**, Association members are tailoring safety programs to local needs. Some examples: student peer mediation in **Trumbull,** anger management in **Southington,** and a crisis response team in **Suffield.** ✔



AP/Wide World

Columbine girls' basketball team players signed this ball for slain coach Dave Sanders.

2) Seek help from others. Last winter, NEA convened a meeting on safety and violence to collect the best thinking, research, and resources from 20 outside organizations. All in attendance agreed that the best safety initiatives:

- Are designed by communities and their schools, not from above.
- Ensure youth involvement and leadership, emphasizing adult listening to student needs.
- Address the whole child, including his or her physical, emotional, mental, and social needs.

In the same cooperative spirit, the Jefferson County Education Association plans to convene a special meeting of NEA local affiliates scarred by school violence, to "compare what we've learned so far," says Jane Goff.

3) Use the talents of ESP. Educational support personnel see a different side of students than teachers and often see those kids *first* in the day.

Says NEA local leader Stella Anglin, a school bus driver in Gwinnett County, Georgia: "Most people don't realize that weapons are probably transported to school on a bus—with a driver and at least two classrooms of students picked up in the dark—with no outside back-up but a radio."

That reality has prompted Anglin *(GAEESP4@aol.com)* to take ESP safety concerns to the media and to become a leader in the newly formed National School Safety Advocate Association, which will develop safety standards in cooperation with public and private sector partners.

4) Tap the resources of NEA. When NEA's local affiliate in Jefferson County asked for help after the Littleton shootings, NEA staff assisted in a variety of ways, from drafting a lesson plan for talking to kids about the tragedy to helping the district handle media calls.

NEA also sent all of the Association's 14,000 local affiliates a packet of safety materials, much of which you can read online at *www.nea.org/issues/safescho.*

And NEA will continue to push for safer schools through such activities as community organizing, training conferences, media outreach, lobbying, and coalition work—including a partnership with the Learning First Alliance and two communications firms to broadcast safety programming to 1,000 schools nationwide this year.

5) Equate safety with quality. "The best way to deal with violence is to create good schools," stresses NEA staffer Jeff Schneider, "because good schools work hard to identify kids with problems."

Schneider says school employees can start down the road to quality—high student achievement and safety—by "agreeing on where they are going, and constantly thinking about what they're doing and want to accomplish."

One tool for the job is KEYS, a collection of 35 factors identified by NEA researchers as essential to high-performing schools. To learn more about KEYS, send E-mail to *NEAKEYS@aol.com.* ✔

"We must pay attention to kids when they are in trouble—and to teachers when they talk about troubled kids."

—Jane Goff, president, Jefferson County Education Association

For more information:

- **Contact NEA staffer Richard Verdugo at 202/822-7453 or send E-mail to Rverdugo@nea.org.**
- **Download the U.S. Department of Education's safe school guide at www.ed.gov/offices/OSERS/OSEP/earlywrn.html.**
- **For more on the aftermath of the Littleton shootings, turn to the My Turn column on page 7.**
- **For more on boys and violence, turn to the Interview column on page 21.**
- **For more on students and stress, turn to the Health column on page 39.**
- **Next month in *NEA Today*, look for a cover story on successful approaches to controlling student anger.**

Heroes & Zeroes

▲ NEA's 1999 Friend of Education Award goes to Hillary Rodham Clinton, for her unwavering support of public education. "We can never lift up our public schools—or the students they serve—by tearing them down," she told an audience recently. "We can never ensure the economic future of this city or state or our nation by undermining the public education system that is at the very foundation of the American dream."

▼ On singer Jimmy Buffet's new album, "Beach House on the Moon," this ditty passes for a hit: "Math suks, math suks. I'd like to burn this textbook. I hate this stuff so much . . . You don't even have to spell it. All you have to do is yell it. Math suks." Charming. Send it to the moon.

AP/Wide World

▲ Here on earth, EchoStar, a satellite company based in Littleton, Colorado, will donate 1,000 satellite dishes and 40 hours of air time to counter student alienation and spread the word about school safety. NEA and a host of other education groups will join together to develop a national school safety training program, then deliver it via satellite beginning this fall.

▼ Colic would be too good for the Sewanhaka Central High School District administrators who suddenly turned New York art teacher Kathy Williamsen's evaluations from good to bad. The reason for the 180-degree turn: Williamsen told administrators she was expecting a baby. More than 200 members of the Sewanhaka Federation of Teachers protested the move.

▲ A 21st-century commendation to California Assemblywoman Virginia Strom-Martin for trying to bring a simple 20th century tool—the telephone—to the teachers in her state. For years, Strom-Martin, a former teacher herself, has been pushing legislation that would require a telephone in every classroom of every new school. "It's an embarrassment," she says.

THE 15-MINUTE ACTIVIST

■ **The Goal:** Win support from Congress for safer schools.

■ **Your Assignment:** Urge your members of Congress to:

- Pass legislation restricting children's access to guns and other weapons.
- Increase funding for the Safe and Drug-Free Schools and Communities program—especially for counseling, peer mediation/conflict resolution, mental health services, and school employee training on the early warning signs of violent child behavior.
- Provide more money for the COPS program, which funds community resource officers for schools.
- Increase funding for class size reduction and school modernization—to alleviate the stress caused by school overcrowding.

■ **Here's How:** E-mail your members of Congress through NEA's Legislative Action Center at www.nea.org/lac or call the U.S. Capitol Switchboard at 202/224-3121. ✔

One Loss, Three Wins

A statewide voucher law passes in Florida—but it lands in court. And vouchers go down in Texas, New Mexico, and Pennsylvania.

Florida's state constitution mandates that state education funds be "appropriated only to the support and maintenance of free public schools" and forbids expenditure of tax dollars "directly or indirectly in aid" of religious institutions.

Yet, last spring, Governor Jeb Bush pushed the nation's first statewide school voucher plan through the Florida legislature.

Bush's gimmick: Students in struggling schools graded *F* by state authorities for two years in a four-year period—on the basis of student test scores and other factors—can get vouchers of up to $4,000 for private or religious school tuition.

In all, 75 amendments were heard on the Florida voucher bill, but Governor Bush's allies rejected *all* measures requiring accountability—including language mandating that voucher schools be accredited, hire college-educated or certified teachers, be fiscally sound, have a history of achievement, or be in existence for at least three years.

In the months ahead, you can expect Florida's new voucher law to be touted by public school critics in your backyard. Voucher or private tuition tax credit bills have been introduced in nearly every state legislature.

But there's another side to the Florida story: Sunshine State residents will be paying the tab for a protracted legal battle, just like taxpayers in Ohio, Vermont, Maine, and Puerto Rico, where high courts have ruled voucher laws unconstitutional.

At press time, the Florida Teaching Profession-NEA and partner organizations in the Florida Coalition for Public Education filed suit against the voucher law. Stay tuned.

• **Vouchers Barbecued by Texans:** Despite a $2.7 million pro-voucher ad campaign, the Texas State Teachers Association and the Coalition for Public Schools managed to kill off voucher legislation last spring.

A winning argument against vouchers: They're an unproven experiment—and fund schools that legally discriminate in choice of students.

"We did our homework," reports TSTA lobbyist Marjorie Wall. "Voucher supporters even tried to attach voucher amendments to totally unrelated bills, including telecommunications legislation and tax measures. Their efforts failed."

Making the job of lobbyists easier: mobilized TSTA members, who rallied, wrote to legislators, and staged a Virtual Lobby Day—calling lawmakers from home, school, and car.

But TSTA members didn't just bury vouchers. They also won the state's richest education budget ever, retirement

Report Card

NAME	GRADE	COMMENTS
Federal Communications Commission	Incomplete	By boosting E-rate funding to the full amount allowable by Congress—$2.25 billion—the FCC has signaled that school Internet access may at last be shaping up as a national *priority*.
The governor, school boards, and school administrators of Arkansas	F	Caught pushing a bill making it easy to fire teachers based on nearly any complaint from anyone. Scheme was abruptly ended by grassroots Arkansas Education Association members working with supportive legislators.
CEO America	F	This media-savvy group is making headlines giving poor families "scholarships" for private school tuition. The group's not-so-hidden agenda: Discredit public schools and build a constituency for tax-financed school vouchers.
North Carolina Association of Educators	A+	Showing initiative and cooperative skills. Last spring, this NEA state affiliate accorded education support personnel the same Association rights and status as certified employees. *Now* NCAE is lobbying for a first-time ESP pay schedule.

IN THEIR OWN WORDS

"We're angry because we can't remember the last time we got a raise that came close to catching us up with inflation. And we can't forget the countless broken promises from countless public officials who swore to put public education first—then put us last after highways, business tax breaks, and baseball stadiums."

—Washington Education Association President Lee Ann Prielipp, at a spring rally in Olympia for teacher raises

THE BOTTOM LINE

VOUCHER LESSONS: Taxpayers in Chile have been subsidizing private school tuition for nearly twenty years. The result: Stagnant student achievement and less public school funding. For more: www.rethinkingschools.org/SpecPub/sos/sosintl.htm.

VOUCHER SCANDALS: Lawmakers in Ohio have expanded the Cleveland voucher program, despite press exposés in one of the city's private schools taking public tax dollars. The school had a convicted murderer teaching and no fire alarms.

MODERN SCHOOLS: A key panel in Congress has rejected tax credits for $25 billion in bonds to help modernize public schools—and instead passed tax breaks for the nation's wealthiest 10 percent. For data on state needs: www.nea.org/lac/modfacts/.

RURAL SCHOOLS: Metropolitan school districts are twice as likely as rural to build new schools. Enrollments don't explain the difference. Rural school enrollment rose 5 percent in the mid-1990s, not much less than the 8 percent jump in metro areas.

TSTA

Grassroots Association lobbying is putting voucher proponents on the defensive. Left, in Texas, NEA members rally against voucher legislation and for raises and retirement improvements.

improvements, and a $3,000 raise for each step of the teacher minimum salary schedule.

• **Vouchers—Alien Concept in Roswell:** New Mexico Governor Gary Johnson crusaded last spring for an unregulated voucher program for *all* K-12 students—phased in over 12 years—and now concedes he "took it on the chin" for trying.

To get his voucher plan passed, Johnson tried first to hold the state budget hostage until he got a legislative OK. Then he convened a special legislative session on the issue.

But constituents just weren't buying, not even in conservative Roswell, where folks know a UFO when they see one. In a *Roswell Daily Record* poll, 76 percent of respondents opposed any voucher system, citing fears like potential tax hikes and a "growth of sham private schools."

Reinforcing such arguments were expert witnesses recruited by NEA to testify during the special legislative session hearing on vouchers.

Perhaps the most effective arguments presented by experts, says NEA-New Mexico staffer Charles Bowyer, "are that vouchers are an unproven experiment, and that voucher schools can legally discriminate in their choice of students on the basis of race and religion."

The voucher bill died by huge margins in both houses.

"NEA-New Mexico could not have waged this short-term campaign without our national affiliate," notes Bowyer. "NEA provided money for media outreach, created a media packet, and got expert voucher witnesses on board just one week before the special legislative session!"

• **Pennsylvania Railroad Loses Steam:** Last spring, Pennsylvania Governor Tom Ridge failed in his fifth annual attempt to railroad voucher legislation through the legislature.

Ridge's bill, which would have funded vouchers in eight "academically distressed" districts and created a "local option" voucher system in the rest of the state, withered in the face of lobbying by the Public Education Coalition to Oppose Tuition Vouchers—which includes NEA members.✔

For more on vouchers, check NEA's Web site at www.nea.org/issues/vouchers/index.html. Or check www.au.org, the site of Americans United for Separation of Church and State.

PRESS CLIPS

Massachusetts Teachers en Masse!

From the Boston Globe, June 17:

"Fed up with what they call a year of 'teacher bashing,' about 20,000 teachers marched up Beacon Street to the State House during rush hour yesterday, ringing thousands of silver handbells in one of the largest showings ever of unity by state educators.

"The state's two largest teachers' unions, the Massachusetts Teachers Association and the Massachusetts Federation of Teachers, co-sponsored the rally, which culminated a year-long 'Ask a Teacher' program. The campaign was aimed at including educators in legislative decisions and improving their public image.

"In 1993, the multibillion-dollar Education Reform Act was passed, with teachers' input, to boost student achievement across the state. But teachers said they have not been asked much since.

"Judging by signs and conversations with teachers at the rally, it was clear what they wanted out of education reform: smaller class sizes, alternative programs for disruptive students, safer schools, and more mentoring for new teachers.

"'Are these too much to ask?' said former U.S. labor secretary Robert Reich, a professor at Brandeis University and a longtime advocate for low-income children. "And now, when the economy is good, is the time to get on with doing these things.'"

Back Talk

When they say: "Private tuition vouchers improve public schools by promoting competition."

You can say: Public and private schools don't compete on an even playing field. Unlike private schools, public schools must accept all children regardless of academic ability, physical handicap, or family background. Competition—winners and losers —is okay for breakfast cereals, but disastrous for schools.

HEALTH CARE: The ranks of America's uninsured include 11 million children. For more about these kids and the programs designed to reach them, check the Connect for Kids Web site at www.connectforkids.org/benton_topics1544/benton_topics.htm.

CENSUS: In 1990, kids were twice as likely to be uncounted as adults. A variety of organizations have begun working for a better count. For more: www.census2000.org. Also available: a packet explaining the importance of the Census. Check www.civilrights.org.

CHILD CARE: Only a fraction of parents eligible for child care assistance are actually getting it. In Pennsylvania, just a quarter of eligible families with school-age kids are receiving help. See www.connectforkids.org/homepage1667/index.htm?state_id=415.

ENVIRONMENT: As many as 4 million children are endangered by chemical exposure around Superfund sites, says a new Institute of Medicine report, *Toward Environmental Justice*. For more: http://ehpnet1.niehs.nih.gov/docs/1999/107-6/toc.html.

Vermont NEA

YOUR DUES DID IT

ESPecially informative: NEA has created the Educational Support Personnel Information System—ESPIS—to make it quick and easy for members and staff to get and share information about key ESP issues, everything from job descriptions to privatization. For a brochure on ESPIS publications and training, call Debra Mitchell at 202/822-7476.

Best foot forward: The press and public are seeing the best of New Unionism through *Stepping Forward: How NEA Members are Revitalizing America's Public Schools.* This report, highlighting some 300 NEA state and local affiliate projects across the country, can be found online at www.nea.org/newunion/stepfwd. ✔

News Tips Welcome

Got news with an Association connection? Be it bargaining or legislative gains, the latest in professional development, or advances in school safety, all story leads are welcome. Send your tip to neatnews@list.nea.org or Fax it to 202/822-7206.

A Community Goes on Strike

When teachers and ESP hit the bricks in Hyde Park, Vermont, they didn't picket alone. Local folks fed them—and fought for them.

Search for the heart of the community in Hyde Park, a town nestled in a central Vermont valley, and chances are its 450 residents won't direct you to the post office, the municipal building, or a restaurant.

They'll point you to the 100-year-old Hyde Park School, where 40 NEA members work hard to give K-6 students the best education around.

These school employees used to wonder how much their contribution was valued by local residents. Not any more.

Pushed to the wall last spring by their school board's demands for benefit rollbacks and a blank check to contract out support services, 40 members of the Hyde Park unit of the Lamoille North Education Association—teachers and educational support personnel (ESP) alike—went on strike for more than a week.

In the process, they gained a place in history, conducting Vermont's first ESP strike and combined teacher-ESP walkout, and, ultimately, influencing passage of a state law banning use of "permanent replacements" during an ESP or municipal workers strike.

Better yet, Hyde Park NEA members gained passionate community allies.

Local residents fed the strikers around the clock, advocated for them in the press, and repeatedly urged local and state officials to close the school while unqualified, uncertified replacement teachers "worked" inside.

Parents, other adults, and kids even walked the picket line. All this pressure helped produce an agreement with teacher and ESP pay raises and a compromise on teacher health insurance premiums—while omitting language permitting the privatization of support services.

How was a traditional labor dispute

THE BOTTOM LINE

UNION DOCTORS: The American Medical Association voted in June to encourage doctors to unionize. Physicians who work full-time for HMOs or hospitals can unionize. About 7 percent of the nation's 600,000 doctors currently belong to a union.

AP EXAMS: The number of students taking Advanced Placement exams has tripled since 1984, according to the Center on Education Policy. The latest rate: 150 AP exams administered for every 1,000 11th and 12th graders. For more: www.ctredpol.org..

COLLEGE ENTRANCE: Over the past 20 years, the number of students taking SATs has jumped from 980,000 to over 1.3 million. In 1977, only half of graduating seniors went on to college. In 1999, 67 percent, says the National Center for Educational Statistics.

EMERGENCY LICENSES: Last year, in the nation's 200 largest school districts, 8.5 percent of teachers taught under temporary or emergency credentials, a .5 percent increase from the previous year, notes a new American Federation of Teachers report.

Parents and neighbors joined support staff and teachers on the picket lines last spring in Vermont's Hyde Park.

transformed into a *community* strike? Simple words tell the story:

• **Openness.** Confident that their contract priorities—including respect from the school board and a livable wage—were fair and just, Hyde Park School employees invited community folks to listen and talk at every union gathering, from bargaining caucuses to a mid-strike pot luck dinner.

"It was always a gamble and very scary. You had to be prepared for whoever walked in," recalls fifth grade teacher Amy Earle, a bargaining committee member. "But we felt our proposals were reasonable and that we had nothing to hide."

• **Appreciation.** After talking to NEA members like paraprofessional Laurie Martin, who earns just $8 an hour after 14 years on the job, community residents realized that strikers were driven not by greed, but by commitment to kids and quality.

"Upset by school board threats to privatize support services," says UniServ Director Suzanne Dirmaier, "one parent wrote a letter to the editor of the local paper about how the custodian encouraged her son and gave him a sense of his own worth."

• **Staff unity.** Hyde Park parents might never have rallied behind these NEA members—right up to monitoring their post-strike working conditions—if school staffers hadn't shown support for one another.

Teachers and ESP sat in on each others' bargaining sessions and eventually merged their bargaining teams.

> **"Teachers had tremendous empathy for the support staff's struggle against privatization and for a living wage."**
>
> — Hyde Park teacher Amy Earle

"Teachers had tremendous empathy for the support staff's struggle against privatization and for a living wage," says teacher Amy Earle. "We understand that our success depends on the work of ESP."

"Through the years, teachers and support staff have built an incredible connection," adds para Laurie Martin. "The more we do when we're unified, the easier it is to get the job done!"

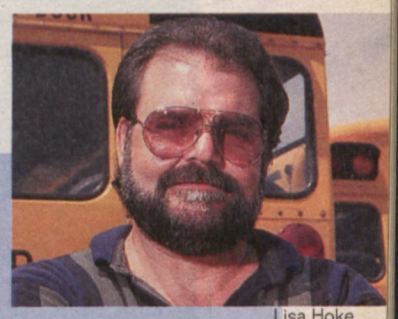
• **New Unionism.** "If ever there was a strike that fell into NEA's concept of New Unionism, this is it," sums up UniServ Director Dirmaier. "There was a sense that the school isn't a building, but a part of the larger community.

"What happened in Hyde Park," she adds, "is what needs to happen to build a strong home-school-community partnership: dialogue and shared decision making. This is not a strike the union ran by itself." ✔

Vermont-NEA

For more information, call Vermont-NEA UniServ Director Suzanne Dirmaier at 802/223-6375 or send her an E-mail message at Sdirmaier@nea.org.

Do'ers Profile


Lisa Hoke

LARRY SMITH

■ ***Name and profession:*** Larry Smith, bus driver

■ ***NEA local affiliate:*** Lawton (Oklahoma) ESP Association

■ ***Extracurricular activity:*** Local president

■ ***Latest accomplishment:*** Smith and other support staff organized to convince their school board to end a $693,000 contract with Sodhexo Marriott Services for management of school custodial operations. Key complaints: unfulfilled company promises, inferior cleaning supplies, and loss of local tax dollars through corporate profiteering.

At their monthly meetings, LESPA members shared Sodexho Marriott slip-up stories and even briefed reporters and state legislators on their concerns—including fears that the company could legally hire ex-convicts as custodial supervisors.

Resulting media coverage and a public outcry prompted the school board to vote 5-0 last spring to drop the Sodhexo Marriott contract.

■ ***Words of wisdom:*** "As soon as you pick up a rumor that your school board or superintendent is even *contemplating* a private contract, start forming battle lines. Go to the community and the media to put the pressure on the school board. And approach the board to see if there's a service delivery problem you can correct without going for outside help. Remember, there are no problems, only solutions."

■ *For more, E-mail Larry Smith at pebbleno1@aol.com.*

BASICS FOR BEGINNERS

Here's How to Avoid Compu-termination. . .

Beware of using school computers for personal messages or for accessing Web sites that are hardly school business.

"All schools run their computer lines through a provider," warns Michael McCoy, attorney for the Utah Education Association, "which maintains detailed, documented records of which computer is used and the search terms used."

When sordid search words emanate from a computer under the control of specific employees, school authorities often call in a computer expert to gather evidence from every file on the hard drive— and any disk in the vicinity of that machine.

"If evidence is found," warns McCoy, "district authorities will discipline the user." Often the discipline is termination.

"Read your district computer use policy," McCoy advises. "Never access sex sites and don't write or send any message you wouldn't want your supervisor to read or hear about.

"I know of one educator who sent defamatory messages about a colleague over the district's server," McCoy recalls. "The educator thought the messages were private. The messages became public. The educator ended up without a job!" ✔

WEALTH AND KIDS: Every child on earth, says a new UN report, could be guaranteed at least a primary education if the world's 200 richest people each annually donated 1 percent of their wealth. The richest 200 are now worth $1 trillion. See www.undp.org/hdro/.

LOW-INCOME KIDS: The share of U.S. poor children in "extreme poverty" has jumped to 25 percent, says a new federal report. Overall, 19 percent of kids live under the poverty line, the same rate as 1980. See www.connectforkids.org/homepage1543/index.htm.

FAMILIES: A parent at the minimum wage, $5.15 an hour, is eligible for a $3,880 earned income tax credit for a family of four, plus $3,600 in food stamps—for a total income, notes the Center on Budget and Policy Priorities, still $1,400 under the poverty line.

GRANDPARENTS: Over 5 million American children, about 8 percent of the total, live with grandparents, says a new Census report. Households led by grandmoms are the most likely to be poor. See www.census.gov/population/www/socdemo/grandparents.html.

RIGHTS WATCH

Peer Sexual Harassment Outlawed

Supreme Court to schools: Take steps to stop student-on-student sexual harassment or pay the consequences.

In a landmark decision handed down last May, the U.S. Supreme Court ruled 5 to 4 that school districts, colleges, and universities can be sued for damages by students who are the victims of peer sexual harassment.

In the majority opinion, written by Justice Sandra Day O'Connor, the Court said schools that receive federal funds can be held liable if they are "deliberately indifferent" to known instances of student-on-student sexual harassment.

Responding to concerns voiced by the dissenting justices that the Court's ruling will open the floodgates for frivolous litigation, Justice O'Connor cautioned that not every incident of offensive language or conduct will support a lawsuit for damages.

The harassment, she noted, has to be "so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to" an education.

Writing for the four dissenters, Justice Anthony Kennedy complained that the majority's ruling "imposes on schools potentially crushing financial liability for student conduct," and he predicted that the ruling will lead to an "avalanche" of lawsuits against schools.

"After today," Kennedy warned, "Johnny will find that the routine problems of adolescence are to be resolved by invoking a federal right to demand assignment to a desk two rows away."

The case, known as *Davis v. Monroe County Board of Education*, began in 1993 when fifth grader LaShonda Davis was subjected to five months of verbal and physical sexual harassment and abuse by a classmate at Hubbard Elementary in Monroe County, Georgia.

The harasser, identified only as G.F., allegedly rubbed up against her, repeatedly tried to grab her breasts and genital area, and asked her for sex, saying, "I want to feel your boobs," and "I want to get in bed with you."

Davis and her mother told various teachers and administrators about the harassment, but nothing was ever done, according to their lawsuit.

The harassment finally ended when Davis and her mother swore out a criminal warrant against G.F., who pled guilty to sexual battery.

The family then sued the school district, claiming that its failure to take any action to stop the pervasive and damaging harassment violated Title IX, the federal law that prohibits schools that receive federal funding from discriminating on the basis of sex.

The U. S. Court of Appeals for the Eleventh Circuit dismissed the lawsuit, reasoning that, because Title IX doesn't explicitly say that schools can be sued for peer harassment, Congress didn't give school districts adequate notice that their receipt of federal funds could lead to this kind of liability.

In May, the Supreme Court reversed and ruled that schools can be liable, but only if school officials have "actual knowledge" of the harassment and fail to take reasonable steps to end it.

Both the Clinton Administration and the NEA filed friend-of-the-court briefs in support of the Davis family.

"We believe," NEA President Bob Chase told reporters, "that school districts should take prompt and effective action to stop known instances of peer sexual harassment.

Added Chase: "The lesson here is that school districts should work to prevent sexual harassment from occurring in the first place through education and training programs for students and staff."

Few observers feel that the Supreme Court's ruling will threaten school district budgets, as the Courts dissenting justices suggested. Julie Underwood, general counsel of the National School Boards Association, doesn't foresee "the avalanche that [Justice Kennedy] is forecasting." The ruling, she said, "gives school districts some flexibility, so they won't be litigating over every student peck on the cheek."

But Verna Williams, the lawyer who argued the case on behalf of LaShonda Davis, sounds this cautionary note: "Schools are now on notice: Listen to your students and assist them before their learning environment becomes intolerable. Set up guidelines, make them well-known, and respond to calls for help. It's the law." ✔

—Michael D. Simpson
NEA Office of General Counsel

The *Davis* decision can be found at www.findlaw.com/US/000/97-843.html.

Tips For Handling Peer Harassment

What can you do to help stop student-on-student sexual harassment? Here are some practical tips taken from NEA's pamphlet *Stop Student Sexual Harassment Now!* You can find the full text on the Web at www.nea.org/society/sexharas.html.

1. If you see a student harassing another student, tell the harasser to stop. Students have to understand that such behavior will not be tolerated.
2. Report incidents to the appropriate school official designated by your school's anti-harassment policy. Title IX requires all schools to have a policy against sex discrimination and a complaint procedure that provides for prompt handling of sex discrimination complaints, including sexual harassment.
3. If students tell you they've been harassed by a peer, listen. Don't judge the veracity of the student's allegations. Never tell students "boys will be boys" or "you need to learn how to handle these things." Identify the school official responsible for handling sexual harassment complaints and offer to help the student contact him or her. Finally, report the incident to this school official immediately.
4. Through your local Association, request age-appropriate sexual harassment awareness training for students, school employees, and parents.
5. Incorporate into the curriculum age-appropriate lessons that address diversity issues and promote respect for others. For help, look to *Bullyproof* and *Flirting or Hurting?*—both from the NEA Professional Library. To order, call 800/229-4200 or check the Web at www.nea.org/books.

THE BOTTOM LINE

RESEGREGATION: Nearly 75 percent of Hispanic—and 69 percent of Black—students attend schools where minority students make up at least half the enrollment. See www.law.harvard.edu/groups/civilrights/publications/resegregation99.html.

CHILD LABOR: Worldwide, some 12,000 children die annually in on-the-job accidents, reports the International Labor Organization. The number of children injured in occupational accidents: 12 million. Overall, about 1.1 million adults are killed annually on the job.

SCHOOL SIZE: Why do older Americans fondly remember their school days? Maybe because schools used to be smaller. Over the last 50 years, says the *Los Angeles Times*, average building enrollment at public schools has jumped nearly five-fold.

COMPUTERS: A dozen states are now considering legislation to limit access to information on school computers. See "libraries" at www.benton.org/News/Extra/lib052099.html or "technology" at www.connectforkids.org/benton_topics1544/benton_topics.htm.

INTERVIEW

William Pollack On Decoding Boys

A psychologist suggests strategies for reaching boys *before* they reach for guns.

Michael Quan

Last spring, as Americans tried to make sense out of the latest spate of school shootings, the media turned repeatedly to William Pollack, assistant professor of psychiatry at the Harvard Medical School and author of *Real Boys: Rescuing Our Sons from the Myths of Boyhood.*

Pollack's message was a consistent one: The "boy code" imposes a "gender straitjacket" on boys, often leaving them without the experience or the tools to express their emotions safely.

Educators, Pollack explained in a recent interview with *NEA Today,* can and must do more to address boys' unique social, academic, and emotional needs.

Q. What is the "boy code"?
It's a series of outmoded, unspoken, unwritten rules of conduct by which, for generations, we have brought up boys. According to the code, boys must be tough, stoic, not dependent on others, inexpressive people who are not allowed to share their pain.

Boys feel great pressure to emulate the code's ideal boy. Since they always fall short of this impossible ideal, they become frustrated, depressed, and angry. Some suffer low self-esteem and turn violent.

Q. Why the increase in school shootings now?
There are a number of reasons—more access to weapons, violent media, working parents spending less time with kids, and co-educational school environments, which are some of the most unfriendly places on earth.

All boys have the experience—from kindergarten on—of not having their educational needs understood. This lowers their self-esteem as learners and makes them hate school. They feel disconnected and mistreated.

In school, the rigid boy code is allowed to flourish—boys are razzed, shamed, hurt, and misread—and they become more negative and disaffected. They're taught they can't show tears. They have to keep the pain inside. The only okay emotions that can come out are frustration and anger.

Some boys, when they're in a place where they feel teased and misunderstood come to feel they have no one who responds to them. That's when the dam bursts.

Q. Why do you say schools are failing boys?
Our schools generally don't have curricula and teaching methods designed to meet boys' specific needs and interests. Schools aren't dealing with the fact that boys learn to read and write and manipulate writing implements at a later stage than girls—six to nine months later, typically. And most schools have, at best, one recess, when boys need five. When boys squirm in their seats, teachers take away recess, the very thing they need.

Q. How can educators eradicate the boy code?
First, adults have to recognize that the code exists and understand how it harms boys. They need to teach about the code to boys and girls in the same way they're taught about empathy. They need to model the undoing of that code or the creation of a new code. They need to give boys permission to express sadness and other feelings.

Q. What are bullies and class clowns saying to teachers and kids?
"I'm depressed. I need help. Notice me. Do something before it's too late—before others hurt me or I hurt someone else." Schoolyard bullies are the most depressed boys in school. Behind the mask of bravado is an immense amount of depression and angst.

Q. What are other signs of depression in boys?
While girls verbalize sadness and depression, boys do the opposite. Boys suffer silently. They become more socially isolated. They may spend a lot of time on the Internet or watching TV. They may engage in self-destructive behavior or rebel—calling out names, taking on the teacher, deciding to do a sport that's dangerous, or driving too fast. Their grades fall. They have more absences or become truant. They get teased more often. Boys may act strangely or inappropriately, wearing all black or trench coats.

Q. How can educators help boys reconnect with schools?
Teachers can learn boys' language, provide more manipulatives, engage in action talk (talking with boys while doing something the boy likes), and be playful without teasing.

They can create shame-free zones where boys are allowed to express themselves in safety and privacy. And they can give boys the time and space to get up and move around.

All the research shows that if there is one adult a boy can connect with, he'll experience higher self-esteem, do better academically, and be less likely to get in trouble.

Q. You've suggested that single-sex education may help.
Yes. I think educators should experiment with single-sex schools or single-sex classes. They could have special classes for girls in math and science, while male teachers teach boys classes like poetry and reading. Girls and boys could then come back together for other classes.

When you remove boys from classes attended by their female counterparts, much of the pressure boys feel to act in certain self-protective ways becomes significantly diminished, and many boys feel freer, more confident, and better able to succeed. ✔

RESOURCES

- *Real Boys: Rescuing Our Sons from the Myths of Boyhood.* William Pollack. Owl Books, 1999, 447 pps., $13.95.
- *Lost Boys: Why Our Sons Turn Violent and How We Can Save Them.* James Garbarino. Free Press, 1999, 274 pps., $25.
- *Raising Cain: Protecting the Emotional Life of Boys.* Daniel Kindlon and Michael Thompson. Ballantine Books, 1999, 384 pps., $24.95.
- *The Wonder of Boys: What Parents, Mentors and Educators Can Do to Shape Boys into Exceptional Men.* Michael Gurian. Tarcher/Putnam Books, 1997, 294 pps., $13.95.
- *A Fine Young Man: What Parents, Mentors and Educators Can Do To Shape Adolescent Boys Into Exceptional Men.* Michael Gurian. Tarcher/Putnam Books, 1998, 298 pps., $24.95.

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Under 35	$25,000	$4.30
35–39	$25,000	$5.80
40–44	$25,000	$6.80
45–49	$25,000	$7.50
50–54	$10,000	$8.25
55–59	$10,000	$10.50
60–64	$10,000	$13.25
65–69	$10,000	$15.50

* Coverage will automatically decrease to $10,000 once you reach age 50.

† Your monthly payment does not change until age 70. At age 70 and over, $1,000 of coverage is available for $5.45 monthly.

Any questions? Please call NEA Member Benefits toll free at **1-800-637-4636.**

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Or visit our web site at **www.neamb.com**

§ Approval of your enrollment is subject to the answers to the questions about your health. In 1998, 95.1% of all enrollment forms were approved. *1998 year end Prudential report for the NEA.*

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☐ I'm under age 50 and applying for $25,000 of coverage.
☐ I'm over age 50 and applying for $10,000 of coverage.

Return to:
NEA Insurance Operations
PO Box 5085
Millville,NJ 08332-9922

About you

First Name _____ Middle Initial _____ Last Name _____

Address _____ City _____ State _____ Zip Code _____

Date of birth ___/___/___ Gender ☐ Male ☐ Female Phone (___) _____ Social Security No. ___-___-___

About your coverage

The first 6 months are FREE. Afterwards I select the following payment option:

1. ☐ Bill me directly 2. ☐ MasterCard® ☐ Visa® Card Account # _____ Expires** _____
3. ☐ Electronic Funds Transfer Service (EFTS). I (We) authorize Prudential to debit my checking account for payments for NEA Life Insurance. The bank named here is authorized to debit the account for such entries.

Bank _____ Phone # _____ Transit Routing # (the first 9 numbers that appear on check) _____ Account # _____

I select one of the following customized billing options: ☐ Monthly ☐ Quarterly ☐ Semi-Annually ☐ Annually

About your beneficiary

Please designate your beneficiary. (Example: Mary A. Doe, sister, NOT Mrs. John Doe, sister.) Note: Your estate will be named if no beneficiary is designated.

First Name _____ Middle Initial _____ Last Name _____ Relationship _____

Address of Beneficiary _____ City _____ State _____ Zip _____

About your health§

1. I am now physically able to perform all the duties of my occupation and I am working in full compliance with the terms of my contract. (Select one) ☐ True ☐ False
   ☐ Not applicable – I am either a Student, Substitute, Retired or Active member who has been involuntarily terminated by a school board as a result of a reduction in force.
2. Have you ever had, been treated for, or been diagnosed by a doctor as having any of the following conditions:

	Yes	No		Yes	No
a. Heart or other circulatory disorder	☐	☐	j. Pleurisy or asthma	☐	☐
b. Cancer	☐	☐	k. Spinal disorders	☐	☐
c. Tumor	☐	☐	l. Diabetes	☐	☐
d. High blood pressure	☐	☐	m. Immune system disorder or a blood disorder (such as human immunodeficiency virus [HIV] infection, acquired immunodeficiency syndrome [AIDS] or AIDS-related complex [ARC])	☐	☐
e. Lung disorder	☐	☐			
f. Nervous system or mental disorder	☐	☐			
g. Ulcers or stomach disorder	☐	☐			
h. Intestine or kidney disorder	☐	☐	n. Other immune system disorder (such as lupus)	☐	☐
i. Liver disorder or gallstones	☐	☐			

3. In addition, during the last five months I have not been confined in a hospital or other institution due to illness. ☐ Yes ☐ No
4. Show details of all "Yes" answers to questions #2 and #3 in the area provided below.

Ques. #	Condition, # of attacks, operations, etc.	Onset date of condition	Complete recovery month/year	Name & address of physicians & hospitals

5. Please provide the name and address of your current personal physician.

Name _____ Address _____ City _____ State _____ Zip _____ Phone # (___) _____

Your signature

I declare by signing this form that all the information I have provided is complete and true, and understand that it is the basis of providing insurance under a contract(s) issued by The Prudential Insurance Company of America to NEA Members Insurance Trust. This insurance is underwritten by The Prudential Insurance Company of America. Licensed in all states. I hereby authorize any licensed physician, medical practitioner, hospital, clinic or other medical or medically-related facility, insurance company or other organization, institution or person that has any record or knowledge of me to give The Prudential Insurance Company of America any such information. This authorization is valid until two years after the effective date of any coverage issued in connection with it or until it is withdrawn in writing, if earlier. A photographic copy of this authorization shall be as valid as the original. I certify by signing this Enrollment Form that I am currently an Active, Educational Support, Life, Reserve, Retired, Student, Substitute, or Staff member in good standing of the National Education Association.

Send no money now. You will be billed later. You have 30 days to review your certificate of coverage, and if you are in any way dissatisfied, just return it within this time period. Please return the Enrollment Form to: **NEA Insurance Operations, P.O. Box 5085, Millville, NJ 08332-9922.**

Your coverage is effective on the first day of the month following Prudential's review and approval of your Enrollment Form.

*Your monthly rate is based upon age at enrollment. Please verify this information on the rate chart at left.

**This credit card payment option is currently not available in the following states: AL, CT, DC, FL, HI, KS, MD, MS, NC, NH and OH.

Arkansas Residents: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison. **Colorado Residents:** It is unlawful to knowingly provide false, incomplete or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regards to a settlement of award payable from insurance proceeds shall be reported to the Colorado Division of Insurance within the Department of Regulatory Agencies. **Florida Residents:** Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree. **Kentucky Residents:** Any person who knowingly and with intent to defraud any insurance company or other person files a statement of claim containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime. **Maine Residents:** It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties may include imprisonment, fines or a denial of insurance benefits. **Maryland Residents:** Any person who knowingly gives false or deceptive information, when completing this application, for the purpose of defrauding the company may be found guilty of insurance fraud. **New Jersey Residents:** Any person who includes any false or misleading information on an application or an insurance policy, is subject to criminal and civil penalties. **New Mexico Residents:** Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to civil fines and criminal penalties. **Ohio Residents:** Any person who, with the intent to defraud or knowing that he is facilitating a fraud against an insurer, submits an application or files a claim containing a false or deceptive statement is guilty of insurance fraud. **Pennsylvania Residents:** Any person who knowingly and with intent to defraud any insurance company or person files an application of insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties. **Virginia Residents:** This warning does not apply to Virginia residents.

X _____
Member's Signature Date Signed

This Enrollment Form is intended to be a summary of plan benefits and does not include all plan provisions, exclusions and limitations. A Booklet-Certificate, with complete plan information including limitations and exclusions, will be provided. If there is a discrepancy between this document and the Group Contract/Booklet-Certificate issued by Prudential, the terms of the Group Contract will govern.

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Teens Take on Crime

In a recent Harris poll, nine of 10 youths said they'd volunteer to work against violence—if only they knew what to do.

"Teens have a hunger to be needed," says **John Calhoun**, executive director of the National Crime Prevention Council in Washington, D.C. In 1986, Calhoun created "Teens, Crime, and the Community," a youth program that involves young people in crime prevention efforts.

"It took off quickly," he says, "because it addresses young people's desire to be needed and bonded with their community."

The course first teaches students how to protect themselves from dangerous situations and stay out of trouble.

Students then explore salient crime issues in their school—date rape, hate crimes, locker room theft, sexual harassment, assaults, gang violence—and create solutions. These may include mediation and mentoring, forming graffiti patrols, serving on student courts, and learning the art of conflict resolution.

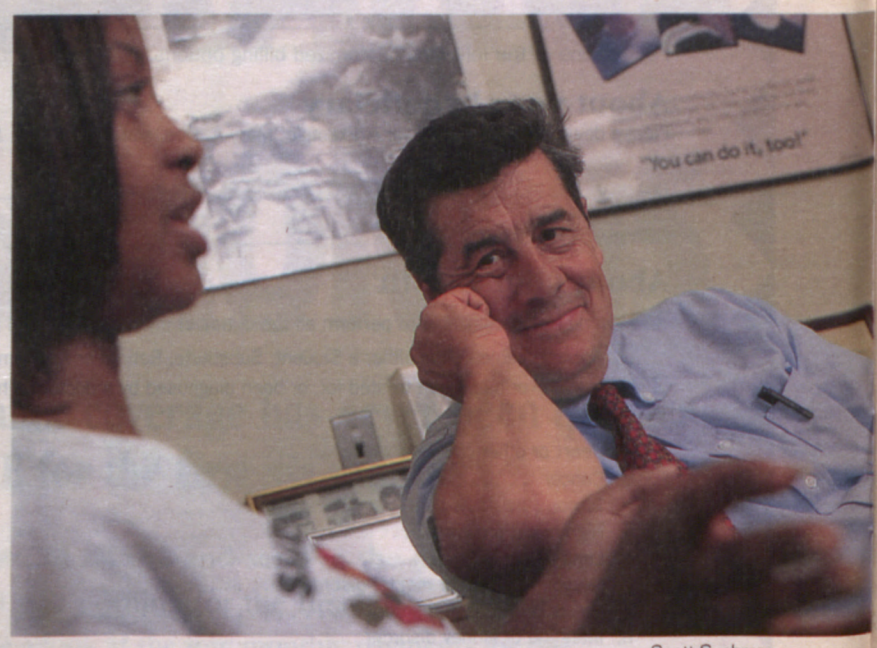
In schools with student courts, even first-time offenders find that their peers can be tough on them. Student vandals, for example, often have to clean up the mess they made, bringing home the lesson of how much damage they'd done.

The program also works to inculcate civic virtue and understanding. Calhoun reports on second graders in New York City who stopped the homeless from hassling them on their way to school. They gave them sandwiches wrapped with love notes, because one second grader was sure that part of the solution was giving the homeless love as well as food.

The program's curriculum, sponsored by the U.S. Department of Justice, can be infused in a number of subject areas. The course comes with a textbook, teacher's guide, implementation manual, and a "Teen Action Packet."

Impact:
"Teens, Crime, and the Community" has become one of the nation's most widely used crime prevention curriculums—some 500,000 young people in 400 schools have participated. A 1997-98 study showed that students in the program were more altruistic and fairer than others. They also tended to value teamwork, respect rules, and believe that they can and should change their communities for the better.

For More:
Contact the National Crime Prevention Council, 1700 K St., N.W., Second Floor, Washington, DC 20006-3817, 202/466-6272 or visit the Web at www.nationaltcc.org. ✔



Scott Suchman

Trends

Three decades ago, school buses traveled a total of 2.2 billion miles per year. Now, they log 3.8 billion miles per year.

Some students spend long hours on the bus—up to 4.5 hours daily in some rural areas—thanks often to school consolidations.

What effect does substantial travel time have on student achievement?

The Rural Challenge Policy Program is gearing up research projects to determine the answer. To find out more, read "Long Rides, Tough Hides: Enduring Long School Bus Rides," on the Web at www.ruraledu.org.

Today's Slave Trade Hits a STOP

Innovator: Barbara Vogel

Job:
Elementary school teacher, Highline Community School, Aurora, Colorado

Bright Idea:
Slave trading still exists, and Barbara Vogel serves as a catalyst for a worldwide classroom campaign to stamp it out.

In 1998, Vogel read her class an article about the Sudanese slave trade. Shocked that slavery still existed, her students formed Slavery That Oppresses People (STOP), an organization that has caught on in 100 schools around the world

Through lemonade sales, letter-writing crusades, and a media campaign, her students have since raised more than $50,000 to free about 1,000 slaves.

STOP works with Christian Solidarity International, a human rights group based in Switzerland that buys back slaves—many of them school-aged—and returns them home.

Some critics contend that this program contributes to the slave trade's prosperity, and Vogel acknowledges that STOP alone will not end slavery.

"But until the governments of the world stop this, we have no choice but to bring these people home by any means we can," she explains.

Vogel adds that STOP has also attracted national media attention to the plight of the slaves.

In Vogel's class, the lessons of social justice merge with academics. Campaign money is managed through word problems. And students readily incorporate words like "atrocity" and "abolitionist" into their vocabulary.

"When you touch the heart of a child," says Vogel, "the mind easily follows."

Benjamin Tice Smith

Impact:
After visiting Vogel's class, a member of Congress from Colorado has started campaigning for a more active U.S. role in Sudan. Vogel, who is also education director for the American Anti-Slavery Group, testified before Congress in the "Crimes Against Humanity in Sudan" hearing last May.

For More:
Visit the Web at www.anti-slavery.org/stop/ or contact the American Anti-Slavery Group at 800/884-0719. ✔

Restoring Respect to Our Schools

Lack of respect—it's been cited as a root cause for many of the problems educators face. In her new book, Respect *(Perseus Books), Sara Lawrence-Lightfoot, professor of education at Harvard University, offers new insight into the age-old concept and shows how building truly respectful relationships could transform our schools.*

Richard Howard

What can schools do to create a climate of respect?

We need to have smaller schools and smaller class sizes.

Real respect involves building empathy, trust, and connections between people. That can happen only when people know one another, when children are visible to educators, and educators visible to children.

In schools like this, whoever is greeting children in the morning could look into their faces and see if there's trouble. Breaking down large schools into schools within schools can create a sense of community. Students can feel identified with a certain group of teachers.

We also need to make schools like the old neighborhoods, where all adults felt they could punish or reward all the kids. Educators can support each other by collectively feeling responsible for all students.

How can educators create classrooms that are places where respect grows?

First, get to know students through their work. Do a lot of writing.

It's an important way to give students the sense that teachers care about them. If we begin to see children as individuals, we can recognize the extraordinary variation in the way children can reveal their gifts.

Classrooms need to be safe environments where kids can say what they're feeling and thinking. It's wrong for a teacher's value system to dominate. A good teacher will open up the discussion. It's all about dialogue, testing out ideas, learning to ask good questions.

We expect differences among students and teachers in knowledge, skills, and power. What creates equality is a respectful relationship.

I've spent a lot of time observing in high schools and asking students why they like certain teachers. The answer is always the same: "He or she respects me."

These are often the most demanding teachers. They respect students' minds, their capacity to learn, their value as human beings.

How can teachers counteract the disrespect they feel from the public?

Teachers need to first gain a sense of self-respect, and then get involved in public and political discourse.

They have a legitimate gripe. There is a real problem in terms of what our society really values.

Teachers could become much more engaged in letting people know what they do. As part of their education, teachers have to begin to understand not only pedagogy and curriculum, but the whole organization of schools—the societal, cultural, and political context in which they work.

However, to put it in perspective, this is a chronic lament. I don't know of any generation of parents and teachers that hasn't complained about a lack of respect. ✔

For more information on Lawrence-Lightfoot, visit the Web at http://gseweb.harvard.edu.

At-Risk Students Work It Out in School

Innovator: Marge Christensen

Job:

English teacher/coordinator, Catalina High Magnet School, Tucson, Arizona

Bright Idea:

Marge Christensen's four-year high school course for at-risk students with reading scores at the fifth grade or below focuses on getting students into their studies by getting them ready for the working world.

Each of her 20 students in "English for the 21st Century Workplace" has a computer, and the room is set up in "departments."

Don Stevenson

Her classroom reflects an office setting, with carpeting, plants, art, a fax, and computers.

"If you take students who have poor literacy skills, put them in this setting, and treat them as adults and use technology, it removes any stigma," says Christensen. "They don't feel put down, and they can succeed."

Many of Christensen's students are ESL. And many are from low socioeconomic brackets, dysfunctional homes, or are even homeless.

Students follow individual educational plans, and most stay in the program four years. Students are admitted to the program year round, and grade levels are mixed.

Each student has access to the Internet for research, career planning, and reading about current events. Christensen uses software that focuses on writing and rewriting and interactive software with interdisciplinary readings.

Evaluation is based upon attendance, attitude, motivation, and writing portfolios.

To prepare students further, Christensen enlists eager mentors from the work sites where her students have internships and part-time jobs.These sites range from the military and medical centers to high-tech companies. In the end, students who complete the program are recognized—by employers and by themselves—as top-notch job candidates.

"One year, we had two companies competing for our graduates," Christensen notes. "Students realize the work they're doing is career-related and has value in the real world."

Impact:

Ninety-eight percent of students enrolled for three years graduate from high school. Students show an average two-year gain in reading comprehension for each year of participation.

One student who started reading at the third grade level is now at college level. Another, a Bosnian refugee who spoke no English three years ago, has been accepted to the University of Arizona Engineering School honors program.

For More:

Contact Christensen at Catalina High Magnet School, 3645 East Pima St., Tucson, AZ 85716, 520/318-2948. E-mail: mchriste@aol.com. Visit the Web at www.edreadsources.com. Christensen has written *Developing Literacy and Workplace Skills: Teaching for 21st Century Employment*, a three-year English curriculum and program course book (National Education Service, $159, 800/733-6786). ✔

NEA Innovators

"Teachers who have gone through the National Board Certification process describe it as the most meaningful professional growth experience of their careers," says NEA staffer Susan Carmon.

She was preaching the benefits of a rigorous, peer-defined process and the recognition that goes with such an honor long before it became politically popular.

Now, she's created two publications to help NEA members: *National Board Certification: What It's All About* (free) and *National Board Certification: A Guide for Candidates* ($5).

For copies, or for more information on National Board Certification, contact NEA Teaching and Learning at 202/822-7350 or visit NEA's Web site at www.nea.org/teaching/nbptsaff.

Who Needs Vouchers?

In Milwaukee, parents team with teachers to create a bilingual school.

La Escuela Fratney, a K-5 elementary school nestled in an integrated Milwaukee neighborhood, floods in the spring and freezes in the winter, when the frigid Wisconsin air seeps through window cracks. The power goes out if a popcorn popper is plugged in, and staff share a bathroom the size of an airplane lavatory.

Yet educators at Fratney are energized, because they've realized their grand vision. They've joined with local parents to create a school with a multicultural, anti-racist, bilingual curriculum for 350 students.

"These parents are not the elite of Milwaukee," a city where vouchers have taken hold, notes first grade teacher Rita Tenorio, one of the school's founders. "They are people who believe in public education,"

Putting both English and Spanish on equal footing was critical to the school philosophy that educators and parents developed.

Children hear both English and Spanish every day. Morning announcements and other procedures are in Spanish. All children learn to read in their first language, which for most Fratney students means Spanish.

Children in grades K-2 spend the mornings reading in their native language, then learn math, science, art, and music in Spanish through the afternoon. Through repetition, games, and singing, plus sensory and hands-on learning activities, second-language acquisition turns into active learning.

Third, fourth, and fifth graders alternate on two-week cycles between an all-English curriculum and an all-Spanish one.

Giving parents a greater say on the school-based management council—they're the majority today—originally required a specific memo of understanding with the Milwaukee Teachers Education Association when Fratney opened.

Now, parents form a majority on all school-based councils in the district.

Tenorio, a former vice president of the Association, says Fratney and the Association pushed the envelope in other ways. Teachers have a role in hiring. The school banks time, starting five minutes early each morning and using the accumulated time for a half-day of staff development.

"We use the contract. We use district guidelines. We use school resources to make a good public school," says school co-founder Tenorio.

La Escuela Fratney is caught up in the "assessment push that is enveloping everyone," says Tenorio. "We take the required assessments seriously. Our scores are generally moving up, even though we don't necessarily believe it's a valuable use of time to prepare kids for all this high-stakes testing."

Both students and educators have come to reach across cultural barriers.

Mark Hoffman

"I teach first grade in Spanish," notes Fratney teacher Rita Tenorio. "I don't teach Spanish in the first grade." Both languages enjoy equal status at Fratney.

Idea Exchange

Seating Charts

When I make seating charts, I write students' names on Post-It notes and place them on a chart with desks drawn on it. Then I put the chart in a sheet protector.

That way, when I need a new seating arrangement, I just move the names instead of rewriting every one. I also have a fast way to record grades—I use an overhead marker on the seating chart and then record students' grades in the grade book later.

Amanda Beaudin
Elizabeth, Colorado

Getting Names Straight

On the first day of class, I hand out 4"x 6" note cards to all my seventh and eighth grade health education students. They write their names on the front in large letters. On the back, they write or draw something unique about themselves.

They can decorate their cards and fold them anyway they want, just so they stand up on the desks and I can view the names. Students then state their name and what they put on the card.

I use these cards for the first two weeks. They help me to learn not only names, but something about the students themselves.

Jamie Ullman
Manitowoc, Wisconsin

Memory Tape

At the start of the year, I add "a blank videotape" to the list of supplies that students are to bring in. My students and I then use a digital camera to take pictures of classroom activities all year. We use Photo Studio software to download the pictures to videotape and add music.

At year's end, parents and students view our memory tape at class movie night. I make individual copies on the blank tapes students brought in. It's a wonderful way to capture and celebrate student accomplishments.

Erin Conley
Perry, Ohio

Works4Me
NEA's e-mail classroom tip of the week!

Have a great idea? Fax it to *NEA Today* at 202/822-7206 or E-mail: ideas@neatoday.nea.org. For more tips from NEA's weekly E-mail service, Works4Me, send an E-mail to lyris@list.nea.org.

- In the "subject" line, type: sign me up, NEA!
- In the message block, type: subscribe Works4Me
- Send the message.

To submit a tip, E-mail it to: owner-Works4Me@list.nea.org.

"It's motivating for students to begin having conversations with kids they couldn't talk to at the beginning of the year," says teacher Anne Marie Haske. Even her special education preschoolers—mostly native Spanish speakers—begin testing their skills in English.

Haske started teaching at Fratney seven years ago, right out of college. "I didn't go to college to be a bilingual teacher, and I'd never been to a Spanish-speaking country," she says.

But inspired by her colleagues, she

"These parents are not the elite of Milwaukee. They are people who believe in public education."

undertook a six-week intensive language course in Mexico—and now conducts parent-teacher conferences in Spanish.

Public money isn't streaming Fratney's way.

"We have a 95-year-old building, but the Brewers can't play in a 50-year-old stadium," complains Tenorio.

But she adds that at least the administration and the school board philosophically support La Escuela Fratney, which is a long way from the bitter opposition the founders had to overcome.

"Over the long term, we are having an effect on the democratic nature of our country and the public schools," says Tenorio. "There can be an incredible amount of innovation on the local level. People have to take risks." ✔

Recommended Resources

- **Rethinking Schools**, a non-profit organization working for school reform, with a focus on issues of equity and social justice. 1001 E. Keefe Ave., Milwaukee, WI 53212, 800/669-4192. On the Web at www.rethinkingschools.org. Also, *Rethinking Schools: An Agenda for Change*, edited by David Levine, Robert Lowe, Robert Peterson, Rita Tenorio (New Press, $16).

- "Teaching for Change" catalog, published by the Network of Educators on the Americas, P.O. Box 73038, Washington, D.C. 20056, 202/238-2379. On the Web at www.teachingforchange.org.

For More Information:
Contact Rita Tenorio at La Escuela Fratney, 3255 N. Fratney St., Milwaukee, WI 53212, 414/264-4840, or E-mail rmmt@aol.com.

[DILEMMA]

How do you help a student who's the target of relentless teasing?

Ted Pitts

We role play, especially at the beginning of the school year. Appropriate responses include ignoring the student who is teasing you, walking away, and telling the student bothering you how you feel.

If these steps don't work, I ask the student to tell me. I discuss the situation with the class, telling them how I would feel and what I would do. I also use hypothetical cases students can relate to—for example, teasing someone because they got a bad grade.

A class-generated list of appropriate responses for teasing is posted and referred to.

If the student who is getting teased turns into a tattletale, I start requiring that child to write down what happened. That usually stops it.

Kris Ringer
Second grade teacher
Garden Grove, California

■ Kids who are legitimately challenged in some area aren't picked on at the high school level a lot. To do so would leave the attackers vulnerable to obvious criticism.

It's trickier when students bring the attacks upon themselves. Usually, they're socially immature and are trying to gain attention through their actions or wardrobe.

I meet with the student individually to discuss what I think the problem is. We develop a verbal contract—for them to try to change, and for me to subtly draw their attention to future violations.

I'll often have a short conversation with the rest of the class when this student is absent, noting that the student has committed to trying to improve. I then emphasize that I'm the one responsible for the modification process. Their job, as a class, is to be supportive and patient.

This process is limited to addressing issues of immaturity. Students who are clearly anti-social and non-respectful need disciplinary action.

Dan Wells
High school science teacher
Beaverton, Oregon

■ My students who are teased tend to be selected more often as "teacher helpers," which helps their self-esteem. I also have them pick the teams when we have team competitions. The other students want to be on teams with specific people—and they realize that they can do that only if the teased student picks them.

Mike Scoville
Spanish/at-risk teacher
Sturgeon Bay, Wisconsin

■ I work primarily with third, fourth, and fifth grade emotionally handicapped children, and teasing is commonplace. I sit down with the students being teased and say there's only one reason others pick on them: To feel superior.

I then talk to the students doing the teasing to find out the real reason for their actions. It can be anything from retaliation to just being mean.

After talking with both parties, I explain that we all have differences and that we should try to discover the positive aspects of each other to build relationships. It is my responsibility to encourage them to share their feelings of inadequacy and teach them how to overcome these feelings.

Christopher Becker
Exceptional student education teacher
Lecanto, Florida

■ A new student in my homeroom had moved from Puerto Rico and endured vicious teasing about her braids, her fake hair, her speech (she seemed to have an impediment), her skin color, and more. After a few days, I held a class meeting to talk about the situation.

I noted how I'd been a target during my school days. I said that it was cruel to tease and that I'd heard that students were teasing a member of the class—which was unacceptable.

A few kids made comments and joked. Then the student who'd been their target spoke up and said, "OK, so my hair is fake. What's the big deal? Other people have fake hair, too. I come from Puerto Rico? . . . Come on."

With that, the discussion ended. At the end of the period, I took her aside, congratulated her on her bravery, and asked her to keep me posted.

Later, I received a message thanking me for "all the support you have given me."

Joan Thomas
Eighth grade science teacher
Bridgeport, Connecticut

Got an Answer?

What do you do when students' late work hours affect their classroom performance?

Send your answer by regular mail, Fax 202/822-7206, or E-mail at dilemma2@neatoday.nea.org. Please include your job title, and subject and grade level, if applicable.

Published respondents will receive a bright new *NEA Today* mug!

Building Better Students Is Job #1

What business can teach educators about boosting quality.

Seven years ago, North Carolina's education and business leaders buckled down to reinvent education. The goal: to produce top student performance across the state.

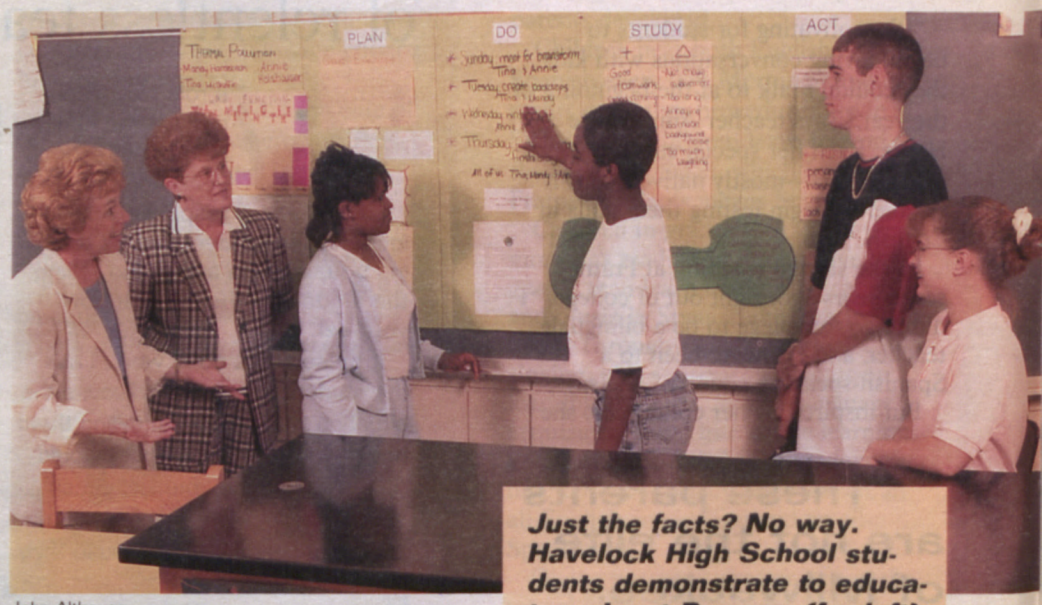
To achieve this, they turned to the Malcolm Baldrige National Criteria for Performance Excellence, adopted some 20 years ago by American businesses looking to sharpen their competitive edge in a global economy.

In Craven County, one of seven pilot sites using these criteria since 1993, students are reaping academic profits—higher grades and test scores. Between 1993 and 1998, math proficiency for students in grades three through eight jumped nearly 18 percent, and reading proficiency rose 15 percent. Last year, seniors received among the highest average SAT scores (996) on the East Coast.

The Baldrige criteria emphasize quality assurance, end products, and customer satisfaction. Craven County educators translate these criteria to the curriculum, with students working on authentic or real world tasks, developing action plans, teams, and time lines.

"We give them a rubric assessment or scoring guide, so they know what the perfect end product should look like," says Judy Dean, a chemistry teacher at Havelock High School who co-designed the Baldrige criteria program for educators and trains others to use it.

Each task helps students cultivate six competencies: problem solving, communications, numbers and data, teamwork, technology, and information processing.



John Althouse

Just the facts? No way. Havelock High School students demonstrate to educators Janet Peregoy (far left) and Judy Dean a complete action plan for their project.

Students often work with local businesses and individuals who serve as their "customers."

High school students in architectural drafting designed a much-needed playground for fourth graders, who raised the funds. First graders produced a 30-second TV commercial for a car dealership that ended up airing on local stations.

And when a local realtor needed to restore the muddied man-made lakes on his golf courses, he worked with math students to determine a treatment plan and budget.

Janet Peregoy, an NEA member who provides training and support for high school teachers interested in applying the Baldrige criteria, says the program engages kids by making them accountable for their own learning.

"When I was applying the criteria to math, I quit trying to be a 'good teacher' and worked on making my students better learners," says Peregoy.

"This type of teaching is a lot different from just giving them facts," notes Dean. "Now I give them a deadline, and they do the rest."

In chemistry, students might gather and analyze water samples from polluted local lakes and rivers and recommend solutions. In biology, they might try to crack a criminal case, examining blood types, DNA mock-ups, pedigrees, and karyotypes to determine which suspect was the actual criminal.

Students often receive help from local professionals. When students created a floor design and developed the electrical circuitry for a hypothetical facility, they asked an electrician for

Craig Line

How I Did It

Jane Masenas
Third grade teacher
Founders Memorial School
Essex, Vermont

Quilting is a passion of mine—one that I've helped other teachers incorporate into a curriculum that ties art, music, and writing together into integrated thematic units.

For our school-wide theme, "Our Family Ties," I had to teach 20 teachers to quilt. These teachers agreed to have their students design and create a classroom quilt that reflected some aspect of the school's third to fifth grade curriculum.

Writing projects connected to the curriculum and inspired by the quilts served as evidence for the achievement of several Vermont Standards, including science, writing, social studies, and art.

For an art project, the students sewed wild flowers of Vermont and their names onto the quilt blocks. For a social science project, the students researched historical movements and settlements in U.S. history.

Flags of the children's ancestors were put on the quilt, along with other symbols highlighting immigration. The art standards were reached by using art forms for the quilts and solving technical problems involved with quilting.

My third grade class studied the history of Chittenden County, Vermont.

One group of students researched the time period when the railroad was being built in nearby Winooski, Vermont. They wrote fictional journal entries, pretending their fathers had been working in the railroad. Then they embroidered a sledgehammer to represent the tool their fathers took to work. It was sewn into a quilt block made from old neckties that the children brought in from home.

The school received a combined $5,000 arts grant, which allowed us to bring four artists into the school for week-long residencies.

feedback. They made adjustments accordingly and perfected the product.

"This product became a teaching tool, not only for them, but for me to present to others in the class," says Dean. She often uses the students' finished products to teach her curriculum: "They're that good."

Dean, a 30-year veteran, says the program has altered her teaching style enormously. "I used to be an authoritarian teacher. Now I'm a facilitator," she says.

"Through these authentic tasks and assessments, we're able to send these kids into the world with real life skills," Dean adds.

Last year, the Craven County School System beat out other school systems—and businesses, too—to win the Baldrige National Criteria Quality Commitment Award.

Now state leaders are adapting the Malcolm Baldrige National Criteria for Performance Excellence in schools across North Carolina, with the goal that every school district will be using this system by 2002. ✔

Recommended Reading

From Janet Peregoy:

- *Future Force* by Elaine McLanahan and Carolyn Wicks (Pact Publishing).
- *Orchestrating Learning with Quality* by David Langford (American Society for Quality).

For more information:

On the Malcolm Baldrige National Criteria for Performance Excellence program, contact the JCPenney Leadership Institute on School Improvement, Community Relations, P.O. Box 10001, Dallas, TX 75301-8101, 972/431-1349, Fax 972/431-1355.

For more on the Baldrige criteria program in Craven County, contact Janet Furman, quality coordinator for Craven County schools, at 252/514-6333. Contact Janet Peregoy at 252/514-4333 or send E-mail to peregoy@cconnect.net.

A folk singer helped students write songs about their areas of study. The physical education teacher worked with a folk musician to teach traditional dancing. A storyteller shared her stories and encouraged classes to collect and share family stories. Two puppeteers spent a week with students creating a puppet show.

At the end of the school year, the quilts and writing pieces were put on display for the community. The children performed songs and dances for the parents—some of whom volunteered on the quilt project.

The students were rewarded for their hard work by receiving a book published with samples of the writings and color photographs of all the quilts.

[DILEMMA]

How do you keep parents of high school students interested in what's going on at school?

I've been using E-mail and the Internet. At the beginning of the school year, I collect E-mail addresses of parents. Then during the school year, I use the addresses to contact the parents quickly and efficiently.

In addition, very soon after grades are entered into our computer, they are posted on the Internet. Parents can log on and view their student's progress. They can also see what assignments or tests the student might need to make up.

Jay Blain
High school math and computer science teacher
Salt Lake City, Utah

Ted Pitts

■ To keep a continuous flow of communication between myself and the parents, I have my students keep a grade sheet. On the front of the grade sheet is a chart that includes each graded assignment, the date it was due, the point value, the score, and the running cumulative average for the class.

Next to this chart is a graph on which students note their averages for the current grading period. This lets students and parents know how their recent performances affect their averages.

Four times per quarter, students and parents fill out a form. Students write about what they're learning, scores on their last two assignments, and any current needs they have. Parents write comments, questions, or concerns they have, and students submit the completed forms.

I collect the grade sheets and give students 10 points for each one. Parents thank me for doing this. There are no surprises regarding grades. In fact, it enables us to find the occasional error—before I have to submit grades.

Doug Cooper
High school social studies teacher
Wilmington, Ohio

■ To keep parents involved, I send home a monthly letter with a student's grades for each subject, an update on whether homework is completed regularly, a brief statement on behavior, and any other concerns.

Barbara Wig
Teacher of the handicapped
Trenton, New Jersey

■ Everything in my classes is online through the Internet (on the Web at www.mvhs.net/~rkrane/). Parents became highly interested and active in helping our program when they were able to see what their child was doing in class.

The curriculum Web page for each subject shows course outline, syllabus, lectures, and assignments. Parents also have a password to see their child's daily homework, class work, and test grades in the grade book.

Roseann Krane
High school teacher
Danville, California

■ In my monthly newsletter, I often ask parents for "discardables" that the class can use, and they often send things in. A "reply" section in a newsletter could also give parents information on how to communicate with school staff.

I also let parents know that one day a week, I stay later than usual and welcome them to call and hear something special about their child's progress. An open line of communication with parents really helps!

Shari Kohl
Science specialist
North Olmsted, Ohio

■ In recordkeeping class, we work on simulation packets, and at times students ask to do some work at home.

I record the date on the front of the packet, and I ask the student how much time will be devoted to the work that evening. Then I ask for a parent signature verifying the student worked on it for the stated time period. Parents like this, students like this, and I have a record.

For one senior English writing assignment, I ask parents to write a letter to their child. This is used as part of the final exam—students respond to the letter—and we mail all letters home the weekend before graduation.

Sandra Manfredi
High school business education teacher
Lincoln University, Pennsylvania

Got an Answer?

How do you get the local media to report on the good news in schools, not just the bad?

Send your answer by regular mail, Fax 202/822-7206, or E-mail at dilemma2@neatoday.nea.org. Please include your job title, and subject and grade level, if applicable.

Published respondents will receive a bright new *NEA Today* mug!

There's an itty-bitty school in Georgia with a

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Learning

How To Get Free Help

A Michigan teacher taps into a federal work-study program that provides reading tutors.

Michigan Reading Recovery teacher Judi Beam has seen all sorts of reading programs over the course of her 22-year teaching career. But no program to help kids read has excited her nearly as much as a federal initiative that's still unknown to the vast majority of America's educators.

This two-year-old federal program, the America Reads Challenge, pairs students in Beam's classes with college students from two nearby institutions, for up to 2.5 hours a week of individual or small-group tutoring.

All this tutoring help comes at no charge to the local district. The participating college students are all paid for their work, out of federal work-study program funding.

Beam's tutors do good work. They've all been trained by the school.

"The one-on-one contact is powerful," says Beam. "Many tutors have had to struggle with their own education. They have a keen understanding of our children, who often come from difficult backgrounds."

Last year, tutors helped 76 students at Beam's Angling Road Elementary School in Portage. District-wide, 324 kids received tutoring from 21 college students.

"The tutors have a genuine interest in getting the kids on the right track," says Beam.

The Clinton Administration initiated the America Reads Challenge in 1997. The goal: to ensure that all children read independently and on grade level by the end of third grade.

To help meet that goal, the America Reads Challenge encourages the employment of college students as tutors, through added funding for federal work-study programs.

So far, 1,100 colleges nationwide are involved in the program.

"Paid tutors show up, and the school doesn't pay a cent," says Beam. "That's key to the program's success."

Children in the program, assessments show, are improving their reading skills, in everything from reading for meaning to reading books of many genres. But the program's benefits extend far beyond what tests can measure.

"It's so important to children's self-esteem that somebody cares enough to meet with them on a regular basis," says Beam. "For the first time, many kids feel a special connection to an adult in the school setting."

The program often has an equally significant impact on the college students involved, many of whom are single parents.

Robert Chase

The America Reads Challenge has shown both students and tutors the vital importance of reading, says Judi Beam (top).

Through tutoring, the college students come to realize how important reading is to student success.

"They begin to instill this concept in their students and in their own children," says Beam. "This is how we're going to break the poverty cycle."

Adds this veteran Michigan teacher: "Kids gain warmth and understanding while they're learning, and the tutors get a sense of belonging to the school community and a new perspective on teaching." ✔

For more, contact Beam at judithbeam @aol.com or 616/323-6024.

Resources:

- **For info on the America Reads Challenge, call the U.S. Department of Education at 202/401-8888. You can also fax 202/401-0596, check www.ed.gov/inits/americareads, or contact the financial aid officer at your local university or college.**
- ***Help America Read*** **by Gay Su Pinnella and Irene C. Fountas (Heinemann, $15) offers useful information for reading tutors.**

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The Cat Is Coming Back...Soon!

Mark March 2, 2000 on your calendar! For the third year in a row, NEA is calling for every child to be in the company of a book on March 2, which next year will be Dr. Seuss's 96th birthday. Watch for details in future *NEA Today* editions.

Last year's Dr. Seuss birthday bash was the largest celebration of reading that this country has ever seen. For highlights, visit the Web at www.nea.org/readacross/scrapbook.

You can also pick up a video that features highlights from the 1999 celebration. Just send a check for $7.50 to Read Across America, NEA, 1201 16th St. N.W., Washington, DC 20036. Allow about three weeks for delivery.

READ ACROSS AMERICA

READING RESOURCES

- **CIERA—the Center for the Improvement of Early Reading Achievement—provides publications and online areas to exchange ideas about early reading acquisition. Check the Web at www.ciera.org/. For more information, contact the University of Michigan School of Education, 610 E. University Ave., Room 1600 SEB, Ann Arbor, MI 48109-1259, 734/647-6940, Fax 734/763-1229. Or send E-mail to ciera@ umich.edu.**
- **The International Reading Association, a professional association devoted exclusively to reading instruction, has created Reading Online. On the Web at www.readingonline.org/, this site provides educators with articles on current reading issues and related discussions, research summaries, international perspectives, and online conversations.**
- **For more on what the International Reading Association has to offer—including publications, conferences, and research reports—visit the Web at www.reading.org or contact the organization at 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139, 302/731-1600, Fax 302/731-1057.**
- **Educators can improve reading instruction by studying both the reading process and teaching techniques on the Web at www.toread.com/. Created by Learning to Read, the site includes interactive lessons and a section with recommended books of the month.**

Pettus Randall helped thousands of kids learn to love reading

That's why he's a Prudential Spirit of Community Award Honoree

"It's exciting to realize that young people can make such a big difference in making America better."

Pettus Randall
1999 Prudential Spirit of Community Award Honoree

nassp
National Association of Secondary School Principals

Pettus Randall, 17, of Tuscaloosa, Alabama, came up with a program called Read and Lead that partners high school students with grade school kids to help them improve their reading skills. Pettus' great idea helped thousands of young children discover the joy of reading – and earned him a 1999 Prudential Spirit of Community Award.

Do you know a young person who deserves recognition? Prudential created the Spirit of Community Awards in partnership with the National Association of Secondary School Principals to honor young people like Pettus in every middle and high school for outstanding community service. And right now, we're looking for award candidates for the year 2000. If you know a young person who's made a difference in the community, we want to hear about it.

Awards are given at the local, state and national levels. Principals in every middle and high school in America will be receiving information and applications from NASSP in September. Local honorees are selected in November and become candidates for statewide honors, a $1,000 prize and a trip to Washington, D.C. At a special ceremony in the nation's capital, ten national honorees will each receive a $5,000 award, a gold medallion and a crystal trophy.

Help us find next year's honorees! Encourage your volunteer-minded students to apply. The application deadline is October 29, 1999. For more information, call the NASSP at **1-800-253-7746 ext. 324.**

Prudential

This program is supported by the American Association of School Administrators, the Council of the Great City Schools, the National Middle School Association, the National School Boards Association, the National School Public Relations Association, Girl Scouts of the U.S.A. and the National 4-H Council. The Prudential Insurance Company of America, 751 Broad Street, Newark, NJ 07102-3777.

Small Class Sizes Produce Long-Term Benefits

A 14-year study shows that students who enjoyed small K-3 class sizes still excelled when they hit high school.

Tennessee's Student-Teacher Achievement Ratio (STAR) Project reported in 1997 that students placed in classes of 13 to 17 children throughout their K-3 years outperformed students in standard classes of 22 to 25.

The students in this 14-year, $12 million study now are entering adulthood, and the latest results point to a possible lifetime of benefits from small class sizes.

What happened to these students when they left their smaller classes?

Project STAR researchers tracked 11,600 students in 79 Tennessee schools and found that students who attended small classes in grades K-3 continued to outperform their peers even after they returned to regular-size classes in fourth grade.

These youngsters were six to 14 months ahead of their regular-class peers in math, reading, and science when they reached fourth, sixth, and eighth grades (see chart).

Students needed at least three years in a small class to sustain the advantage through later grades.

How about when these students reached high school?

Bigger advantages showed up as students got older.

The newest data, culled from records of 3,000 participants, show that those enrolled in small classes as youngsters were more likely to:

- Graduate on time—72 percent of students, versus 66 percent from regular classes and 65 percent from classes with a paraprofessional.
- Complete more advanced math and English courses.
- Complete high school—19 percent dropped out, versus 23 percent from regular classes and 26 percent from classes with a paraprofessional.
- Graduate with honors.

Don't smaller classes mean increased spending?

Dr. Helen Pate-Bain, the lead researcher on this project, found that small classes could actually save at least $3.5 million per year in Tennessee school costs, with fewer children having to repeat grades.

The increased earning power of the additional high school graduates could bring another $2 million annually into the economy. Social service expenditures could also decline, because high school graduates are more likely to work and less likely to need welfare.

How does small class size affect minority achievement?

Princeton University researchers tracked down more than 9,000 STAR students in the class of 1998 and found that 40.2 percent of Black students from the small classes took the SAT or ACT. In contrast, 31.7 percent of Black students from regular-size classes and 34 percent from classes with a paraprofessional took one of the exams.

The percentages of white students from all three types of classes who took an exam did not differ by more than 2.1 percent.

Small classes narrowed the gap between the number of Black and white students taking the ACT or SAT by 54 percent.

"Early on, we showed that minority boys in small classes made the greatest gains of any youngsters," says Pate-Bain, a former NEA president. "The new data show the gains have lasted. The gap we closed is staying that way."

What does the study tell us about teacher effectiveness?

Researchers studied 50 Project STAR teachers whose students ranked in the top 15 percent in gains made on standardized reading and math tests.

Love for children was cited as a critical element in the effectiveness of teaching. "If you don't like children, for God's sake get out of teaching," says Pate-Bain.

Other qualities common to teachers of high-performing classes were:

- Promoting creative writing, hands-on experience, learning centers, and manipulatives.
- Being a good listener, giving immediate feedback, and having high student expectations.
- Preparing instruction in advance, reteaching material when needed, and encouraging peer tutoring.
- Showing enthusiasm, flexibility, patience, assertiveness, and a sense of humor.
- Communicating effectively with parents.
- Making home visits to students.

But Pate-Bain cautions: "I don't care how effective your teacher is. If you give her too many kids, she can't be effective."

What does the future hold for small class size?

NEA supports an optimum class size of 15 students, with smaller numbers in programs for students with exceptional needs.

Some 20 states have initiated or at least considered reducing class size. But finding enough certified teachers and sufficient classroom space are critical problems.

Congress has okayed spending $1.2 billion for a Clinton Administration program to hire 30,000 new teachers in fiscal year 1999. President Clinton proposes to continue the program over the next seven years, hiring a total of 100,000 new teachers. But his proposal for a $1.4 billion appropriation to hire 8,000 teachers for this next year must be approved by October.

Want to help win that approval? Check the NEA Web page at www.nea.org for the latest update on what you can do to convince Congress to support smaller classes. ✔

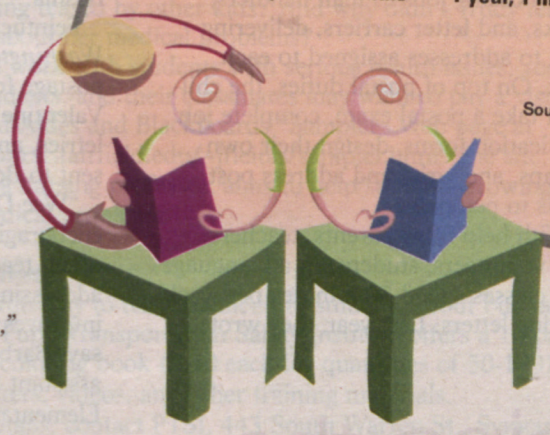
Still Gaining After All These Years

In the landmark Tennessee class size research, students who attended small classes in grades K-3 continued to show accelerated achievement when they returned to regular-size classes in later years, consistently outperforming students who hadn't attended small classes.

	Reading	Math	Science
Grade 4	9.1 months ahead	5.9 months	7.6 months
Grade 6	9.2 months	8.4 months	6.7 months
Grade 8	1 year, 2 months	1 year, 1 month	1 year, 1 month

Source: HEROS, Inc.: J.D. Finn, S.B. Gerber, C.M. Achilles, J. Boyd-Zaharias, 1999

Illustration by Karin Huggens



Need More Information?

For more on Project STAR and class size issues, visit the Web at www.telalink.net/~heros or contact Jayne Boyd-Zaharias, director, Health and Research Operative Services, Inc., P.O. Box 1271, Lebanon, TN 37088-1271, 615/449-7904. E-mail: heros@telalink.net.

Learning

She Delivers

To encourage reading and writing, this education support staffer handles the mail.

When special education assistant Anita Feintuch isn't working with orthopedically handicapped children, she's moving the mail—and boosting student literacy in the process.

Five years ago, Feintuch brought the "Wee Deliver" program—established by the Postal Service as part of its Stamp Out Illiteracy campaign—to students at Elkridge Elementary in Howard County, Maryland.

The goal: to encourage kids to develop reading and writing skills by helping them operate their own in-school post office that delivers letters students write to each other.

Each year, Feintuch introduces the program by visiting all Elkridge's classes wearing a mailbox costume. "It's a lot of work," she says, "but when you start this program, it takes off."

That's certainly been true at Elkridge, where the program started with second graders, but now, with help from principal Diane Mumford, teachers, and volunteers, includes students in all grades.

Here's how it works: Each month, 16 second graders become "postal employees," holding jobs as mail handlers, clerks, and letter carriers, delivering mail to addresses assigned to each desk. On top of postal duties, the children take a postal exam, complete job application forms, design their own stamps, and write and address post cards to pen pals.

With help from parents, teachers, and volunteers, students in all language arts classes spend 30 minutes per week writing letters. Last year, they wrote more than 4,000 of them.

Special projects are part of the picture, too. With the help of Carol Jones, a physical education teacher whose son, Army Captain Omar Jones, was stationed overseas, students began writing to troops in Bosnia.

Feintuch got a grant from the *Washington Post* to help pay the postage for the more than 400 letters, Valentine's Day cards, candy, food, toiletries, and school supplies the students sent to Bosnia.

"Wee Deliver promotes literacy by encouraging children to write more often, teaches the proper format for addressing and composing letters, and improves writing done in a classroom," says Barb Wolniak, an instructional assistant at neighboring Waterloo Elementary who's familiar with the program. "And it educates students about the real world experiences of job applications and being a responsible worker."

For details, contact Anita Feintuch at Elkridge Elementary School, 7075 Montgomery Rd., Elkridge, MD 21227.

For information on how to set up a Wee Deliver program in your school, contact Wee Deliver, Office of Literacy, U.S. Postal Service, 470 L'Enfant Plaza, S.W., Room 4102E, Washington, DC 20260-3110, 202/268-6689. Fax: 202/488-0391. ✔

Photos by Chris Heartlove

To help boost reading and writing skills, special education assistant Anita Feintuch introduces the "Wee Deliver" program by visiting classrooms dressed as a mailbox.

Going the Extra Mile

Charla Dunham, the 1999 Washington State School Nurse of the Year, goes to two schools a day to cover her 1,500 students—and went the extra mile to get needed care for low-income families in the small town of Tenino.

Dunham helped get Tenino a bus line so low-income families would have access to nearby clinics. And she helped spread the word that Tenino needed its own health care facilities. Now Tenino families can visit a physician, a nurse practitioner, and a dentist right in their own town.

Dunham urges school staff to "use your school nurse as a team member. She may not be there every day, but she's a valuable player."

Collectively, they've brought warmth and a breath of fresh air to students and staff in Nevada's Clark County school district. And, collectively, they've done much the same for a couple of lucky local families.

They are maintenance staffers in Clark County, who, last Christmas, dug into their pockets to buy clothing and toys for two needy families.

"It was all the brainchild of my colleague, Tim Deberardinis," reports Alan Doty, skilled trades director for the Education Support Employees Association. "Tim and John Lynch delivered the gifts to the families, who were just ecstatic."

Doty, a senior HVAC/refrigeration tech, says his gang will "do this again next Christmas—and try to do it every year."

Peggy Kirby, a job coach at Cape Henlopen High School in Delaware, helps form partnerships with area businesses, enabling students to learn

TEAM PLAYER

Signing for Academic Success

Name: Leslie Darling
Job title: Interpreter for the hearing impaired
NEA local affiliate: Lansing (Michigan) Educational Assistants
Experience: Five years
What I do: I facilitate communication between deaf and hard-of-hearing students and teachers, parents, administrators, and peers.
My credentials: I have a Bachelor of Science in psychology and an educational interpreter's associate degree.
How I help students achieve: As long as a child requests an interpreter, then one is made available for all classes, extra-curricular activities, and school meetings. There are 11 of us at Everett High School. We do whatever we can to help the deaf and hard-of-hearing students succeed here.

Just last week, one of my students requested a note-taker during our first hour class, and I was able to get a volunteer. It really helped the child relax and concentrate on what I was signing to him, instead of worrying about taking notes.

I also work with five hearing-impaired students in a Communications Skills class, where we go over new vocabulary and practice American Sign Language skills. I also try to teach the students how to be better consumers and ask for what they need.

For example, we teach them how to use a TTY, which is a small device that attaches to the phone enabling a hearing impaired person to type in what they want to say, while displaying what's being said on the other end of the line.

We also teach them their rights as hearing impaired citizens, such as the right to a free interpreter for extra-curricular activities or note-taking services.

How I team up with my colleagues: I keep communication lines open. I may make suggestions to teachers on successful techniques for teaching the hearing impaired, such as using overhead projectors and the blackboard, rather than just lecturing. I also help them find videos or movies with captions, and I give input at IEP meetings. We've built an attitude of friendly rapport that serves our students well.

To contact Darling, send E-mail to leslie_darling@hotmail.com. ✔

Robert Chase

Sign language interpreter Leslie Darling (right) helps a teacher learn to communicate with hearing-impaired kids.

RESOURCES FOR SUPPORT STAFF

Job Evaluation Blues?

Too many job evaluation processes are merely paperwork without meaning or, worse, a way to play "gotcha" with employees.

A new NEA pamphlet, *Job Evaluation: Do's and Don'ts,* attempts to change that with tips and suggestions for ensuring that evaluations are a tool for documenting and improving job performance.

For a free copy, contact the NEA ESP Program, 1201 16th St., N.W., Washington, DC 20036, 202/822-7131. Or read it on the Web at www.nea.org/esp/resource/jobeval.htm.

For Paraeducators

• Looking for training materials for paraeducators who work with children and youth with special needs? For instructional modules ($25 each, includes s&h), contact the National Resource Center for Paraeducators, CASE/CUNY, Room 620, 25 West 43rd St., New York, NY 10036, 212/642-2948. Send E-mail to apickett@email.gc.cuny.edu. On the Web: http://web.gc.cuny.edu/dept/case/nrcp/.

• The Minnesota Paraprofessional Consortium—a group of classroom, union, state agency, and university staff—has a Web site full of resources for paras. Check it out at http://ici2.coled.umn.edu/para/resources/resource.htm.

Security Guards

The U.S. Department of Education has published *Early Warning, Timely Response: A Guide to Safe Schools* to help school personnel, parents, and community members identify early indicators of troubling and potentially dangerous student behavior.

Find it on the Web at www.ed.gov/offices/OSERS/OSEP/earlywrn.html. Or order free printed copies from the ED Pubs Ordering System, ED Pubs, P.O. Box 1398, Jessup, MD 20794, 877/433-7827.

Health Problems

Why can't Christopher go out in the sun? How does Sam deal with being teased by other kids? And why didn't Trudy tell people about her medical problems?

If you work with students with serious health issues, you, your students, and their classmates may want to pay a visit to the Band-Aides and Blackboards "Sampler" Web page at http://funrsc.fairfield.edu/~jfleitas/sampler.html. The site, created by a nursing professor, aims to help students growing up with medical problems.

Bus Safety

Want a fun way to teach elementary students about bus safety? The Pupil Transportation Safety Institute offers a 16-page activity/coloring book ($.40 each for quantities of 50-199), plus posters, videos, and other training materials.

For details, contact PTSI, 443 South Warren St., Syracuse, NY 13202, 800/836-2210. Fax: 315/475-5033. E-mail: info@ptsi.org. On the Web: www.ptsi.com.✔

about various types of jobs.

"Employers have gained wonderful employees," Kirby boasts, "and we have shown employers another side of our education system."

As co-advisor for the Student Government Association, Kirby also helps plan activities that benefit the community—everything from food drives and beach clean-up to Read Across America activities and the hugely popular Homecoming Week.

"Each year," Kirby notes, "we try to add more ways to interact with the community, because we want to feel a part of the community, and we want the community to see who we are."

Fifth graders organizing and producing a yearbook?

Janice Eberhart, an instructional assistant in Howard County, Maryland, had faith that her fifth graders could do the job.

Under Eberhart's guidance, the children did all the work and used their own ideas to put the yearbook together.

"The final product," says Association rep Barb Wolniak, "is a wonderful example of cooperation and the kind of teamwork the children enjoy so much."

Phoebe Forbes—a "senior account clerk typist" at Jamestown Community College in New York—certifies more than $2.5 million in student awards for the New York State Tuition Assistance Program, maintains financial records, and assists with collection of past due accounts, among other things.

Forbes' supervisor, Laurie Vorp, says Forbes "has used her global view of the college and our community to the benefit of our students and her fellow employees."

TIPS FOR THE WIRED CLASSROOM

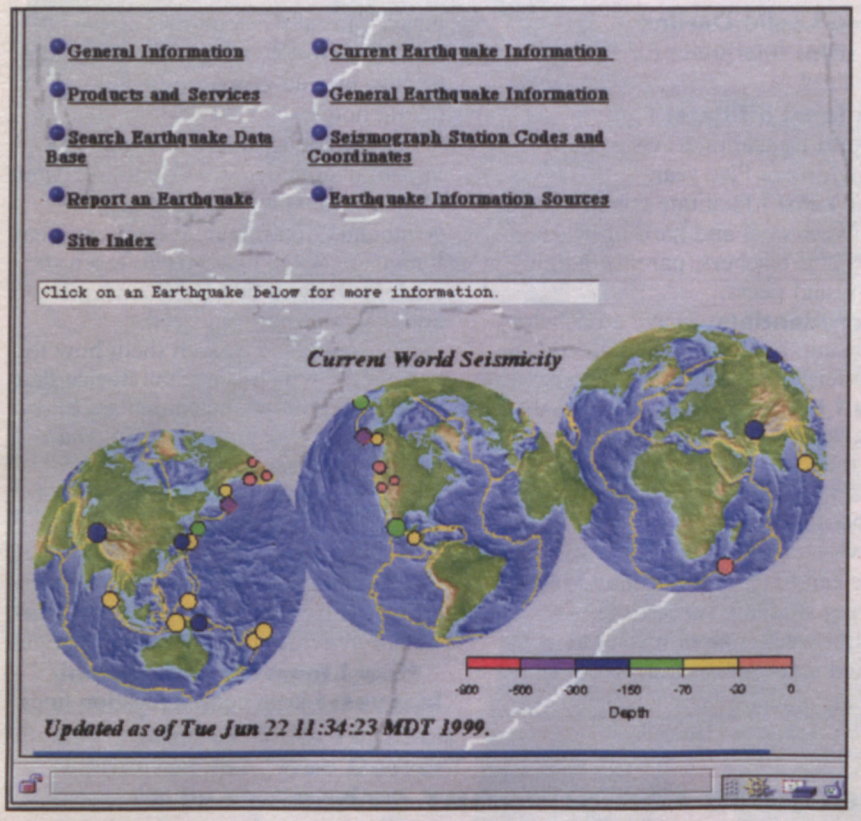
An Earth-Shaking Activity

At the beginning of the semester, I assign all students a week during which they must access the U.S. Geological Survey's Earthquake Bulletin Web site (http://geology.usgs.gov/quake.shtml).

Students print out a copy of the earthquakes that have occurred that week and plot the locations on a world map and on a U.S. map, using colored pins to indicate the different magnitudes.

This activity combines research using the Internet, map skills to locate places by latitude and longitude, and geography skills to identify various locations throughout the world.

Bob Ely
Science teacher
Laramie, Wyoming


General Information
Current Earthquake Information
Products and Services
General Earthquake Information
Search Earthquake Data Base
Seismograph Station Codes and Coordinates
Report an Earthquake
Earthquake Information Sources
Site Index
Click on an Earthquake below for more information.
Current World Seismicity
-600 -500 -300 -150 -70 -30 0
Depth
Updated as of Tue Jun 22 11:34:23 MDT 1999.

In All Kinds of Weather

I designed The Weather! Web site (http://home.att.net/~miked1613/weapages/index.html) as an elementary multimedia instructional unit to help teachers integrate technology into fourth and fifth grade science curriculums, although the unit could easily be adapted for older students.

The unit is designed so that educators learn to use HyperStudio multimedia software as they present weather information to their students. There's also a tutorial that can be downloaded and printed out.

Michael Donahue
Fifth grade teacher
Carson City, Nevada

Word of the Day

To help students learn new vocabulary words, my school features a word of the day, which is announced each morning. I use the screen saver on my computer to display an example of the word in a sentence. Students are eager to read the sentence with me and discuss the word's meaning.

Laura Womac
Sixth grade reading teacher
Guntersville, Alabama

Zooming in on Learning

ZoomSchool (www.ZoomSchool.com) calls itself an "online elementary school classroom," with lessons in geography, biology, and language arts.

I first came across the dinosaur part of this Web site and have been using it with first and second graders. It's difficult to find such good content written on an elementary school level on the Net, but this site has it all.

Although the dinosaur section is the most robust, there are many other sections with great content as well, including the ones on apes, the rain forest, sharks, and whales. This is a great place for elementary-aged children to learn and have fun.

Erica Peto
Technology integration specialist
Kent, Washington

Creating Board Games

Students enjoy computers and games, so at Gibson Middle School we put the two together during computer class.

Each student uses ClarisWorks Drawing to create a full-sized Monopoly board based on the city of Las Vegas. Students have to appropriately rotate and center each street box on the game board and create all the cards in the middle. When they're finished, all the boards are printed and laminated. We then take a day to play our new games.

Tracey Willson
Technology coordinator
Las Vegas, Nevada

Researching Writers

My eighth graders enjoy our four-week literature circles, where we read books of the same genre. Science fiction and fantasy are favorites. We spend two class periods researching the authors online. This helps the students become familiar with and build a relationship with the writers.

Students enjoy and understand the book more when they "discover" the author. Many authors have their own Web sites, which allow students to read real writing tips as well as the stories behind the stories.

Roxane Rollins
Language arts teacher
Vista, California

My favorite Web site

"The Internet Lemonade Stand activity (http://littlejason.com/lemonade) teaches supply and demand decisions. My seventh graders love this exercise!"

Darlene Martin
Computer teacher
Beaver Falls, PA

Tech Tools

■ ***The Scholastic Technology Guide*** **is designed to assist educators in purchasing hardware, software, and other tools. A companion Web site, www.schooltechguide.com, links to manufacturer's Web sites. $19.95. To order, call 800/724-6527.**

■ **A free electronic field trip, "Wild Things '99—Watersheds: Rivers Run Through Them," October 7, noon-1:30 p.m. ET, will show how the U.S. Fish and Wildlife Service is improving the quality of watersheds and what students can do to help. Register online at www.pwnet.org.**

■ **StudyWorks Mathematics Deluxe software covers middle and high school math. It comes with a 200-page workbook, games, and glasses for viewing 3-D math animations. Students can take online assessment tests. $39.95. To order online, go to www.mathsoft.com.**

TALK TO US:

Have a nifty classroom tip or lesson plan that uses technology? E-mail a description (under 200 words, please!) to wiredclassroom@list.nea.org.

Is there a Web site, CD-ROM, or piece of software you can't live without? E-mail your favorites—and why you love them—to myfavoritetech@list.nea.org.

Or send your responses by regular mail to *NEA Today*, by Fax to 202/822-7206, or through the Web at www.nea.org/cet.

Those published here will receive a sparkling *NEA Today* mug!

Making Time for Technology

It's a challenge in elementary classrooms—but try taking this teacher's solution out for a spin.

Who:
Kathy Bryant, first grade teacher, Claxton Elementary School, Tennessee

E-mail:
kbryant@mail.acorns.k12.tn.us

Inspiration:
When the Anderson County School District committed millions of dollars to classroom technology in 1993, Kathy Bryant knew the challenge she and her colleagues faced. Without a plan to integrate the new tools into their teaching, computer use would be haphazard. And without results, funding for upgrades just wouldn't happen.

"With technology changing so quickly, if we wanted to stay on the cutting edge, we would need to ask for more money," Bryant explains. "But we couldn't ask for huge dollars unless we could show that what we'd already done had made a difference."

Teachers panicked, she says. Their schedules were already overloaded. How were they supposed to get computer time in every day?

Bryant had an ace up her sleeve. She bet that the same classroom management skills she had been teaching other teachers for years could help guarantee regular computer use.

It worked. Not only has the district exceeded its original goal of one computer for every five students, but, by managing technology, teachers have met the district goal of having students spend an hour each day on computers.

The best news: Regular use of technology has helped raise academic performance. One year after students began using Accelerated Reader software, which tests and tracks reading comprehension, "Our reading comprehension scores shot up like a rocket," Bryant says. "We could think of nothing else that we had done that could have affected those scores."

Lesson:
Applying a management technique she calls "the wheel system," Bryant works with teachers to design a rotational process that will ensure every student gets an hour each day on the computer.

The wheel system, Bryant says, is an effective time management tool and also helps with student discipline. She claims her first graders are so focused on task—they have only so much time before the next rotation—that she can walk out of the room and class will go on without her.

In Bryant's classroom, groups of students rotate between three different activities.

One group, for example, works independently at their desks on a writing assignment, "What would you be if you were a seed?" Another group works with Bryant at the teacher table, where she edits their stories. Another stop on the wheel is the computer station, where students publish their stories.

Students spend 20 to 30 minutes in each rotation. But as Bryant points out, "One of the key components of the wheel system is that you can adjust for time and make allowances."

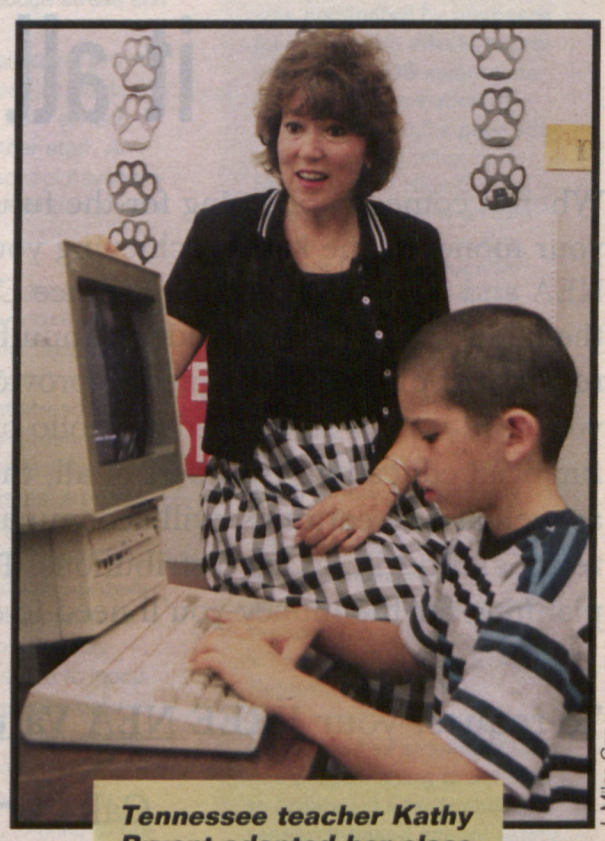
Since she has taught the system to colleagues, Bryant says she has seen many variations tailored to fit individual needs.

Click:
"It's tempting for technology to be a toy," Bryant says. "But we want it to be meaningful, and we're not going to get any more money if it isn't."

To truly integrate technology into the classroom requires careful planning and a restructuring of the traditional instructional day, Bryant maintains.

"We can't teach in the old way," she adds. "The teacher is part of what's happening in the classroom. It's not just about standing up and having everyone listen all day." ✔

Want step-by-step examples of wheel systems? Go to the Anderson County School District Web site at www.acorns.k12.tn.us.



J. Miles Cary

Tennessee teacher Kathy Bryant adapted her classroom management system to give her first graders daily computer time—without chaos.

My favorite Software

"I teach mildly intellectually disabled high school students, and I have difficulty finding software that's both age- and level-appropriate. The Clue-Finder's Series from The Learning Company ($19.95, 800/973-5111) is both."

Kathy Adams
Special ed teacher
Carnesville, GA

Bytes for Beginners

I want to get a DVD or Divx player to show movies. What's the difference? Will there soon be a shakeout, like we saw with VHS and Beta?

What a timely and perceptive question! Digital Video Express (Divx) and Digital Versatile Disk (DVD)—or Digital Video Disk, depending on who you ask—have completed their "shakeout," with DVD emerging as victor.

Both DVD and Divx look like a CD, but store a lot more data—enough for a full-length movie. Because of superior picture quality, these disks were predicted to replace VHS videotapes.

You need a DVD player to view DVDs, but the player will also play CDs and CD-ROMs. Many PCs are coming equipped with DVD players these days, or you can buy a standalone player that hooks up to your TV.

Divx players were generally just DVD players able to handle Divx disks. Divx players included a modem, a chip to decrypt each disk (each Divx disk has its own serial number), along with all the standard electronics of a DVD player.

Divx players needed access to a regular phone line, and owners were required to open an account using their credit card.

Divx disks cost less than DVDs, around $4.50. But they could be viewed only twice within a 48-hour period after the first play. After the first 48 hours, if you wanted to watch the disk again, you paid more money—around $3.25 for an additional 48 hours, charged automatically to your credit card.

Divx was supposed to eliminate the hassle of returns and late fees for consumers renting disks from the local video store, while allowing content creators to protect their rights. Despite the concept's popularity with consumers, Divx now resides atop the scrap heap of industry-quashed technological innovations.

Have ideas, comments, or questions about technology? You can E-mail webeditor@dear.nea.org or fax Dear Webeditor at 202/822-7206. Check out www.nea.org/cet for more questions from beginners and answers from the experts.

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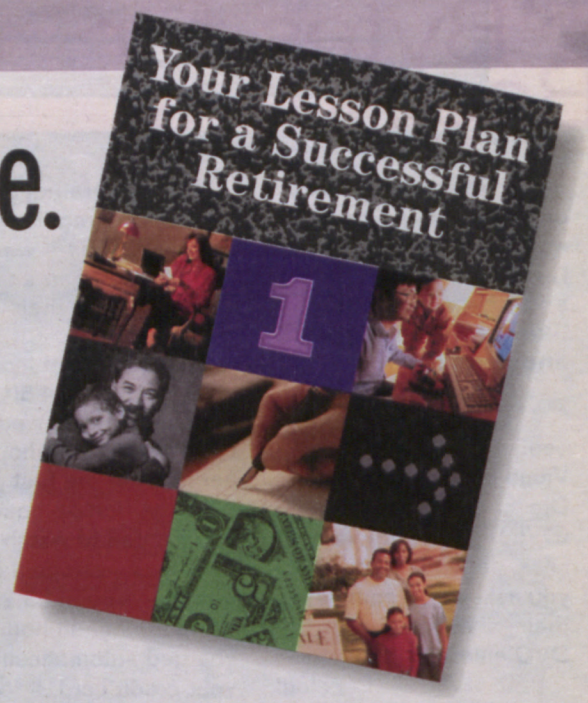

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Easing the Strain of Students' Stress

Stress has invaded the lives of even the youngest students, rendering the notion of a carefree childhood virtually obsolete. But educators can help kids before they reach the breaking point.

What causes stress in children?

Both good and bad events can be experienced as stressful, depending on how effectively they undermine a child's sense of security and well-being.

Peter Sheras, a clinical psychologist at the University of Virginia, asked middle and high school students what caused them to stress out. Many identified academic pressure, fear of failure, dating relationships and friendships, and peer group pressure.

Some students reported job-related stress—for example, having a boss who demands late hours on school nights. Student athletes targeted pressure to win.

Karin Huggens

Other students reported more unique stressors, such as having to contend with a physical disability, parents' divorcing, or financial pressure at home.

Students also can experience the distress of "victimization" at school—teasing, intimidation, bullying, and sexual harassment from other students. Domestic violence and other forms of abuse and neglect at home can also contribute to the stressful lives of some children.

What toll does stress take?

Stress can interfere with students' engagement and learning in school, and it can impact behavior and emotional well-being. Severe or prolonged stress can contribute to health problems.

So it's important to equip children with good coping skills.

What are these "coping skills"?

Children need certain "competencies" to deal with stress. These include problem-solving skills, the ability to regulate how they experience their emotions, and a capacity for self-control.

"Problem-solving and conflict resolution skills automatically address stress management skills," says Sheras. "Anger management skills also contribute to stress management because stress is often a by-product of frustration and anger."

Children also need a positive but realistic view of themselves.

And they need environmental supports—a safe school and home environment, and supportive relationships with peers, family, and educators.

How can school employees help students deal with stress?

- To equip children with the coping skills they need, adults first need support to cope adequately with their own stress. Adults who are experiencing stress can, in turn, create stress for children.
- An effective stress management policy for a school would bolster children's individual skills for coping with stress. It would provide environmental supports for stress management—acknowledging that stress is a typical part of life, for example, which can help students realize that they are not alone.
- Stress management can be included in a health or family life education curriculum. School psychologists can assist in the selection of effective curricular materials that teach the skills that children need to cope effectively with stress.
- "Schools can support the creation of peer stress reduction groups and have a member of the guidance staff facilitate them," says the University of Virginia's Sheras, who runs a peer counseling program.

Using peer educators gives students the chance to discuss what's causing them stress.

"They almost always can do so and begin to support one another in managing the stress," says Sheras.

- Educators can have students write about their stress. Studies have shown that writing about emotional material can reduce stress and physical illness.
- Above all, schools must provide a place where stressed students can go for guidance from school psychologists and other staff. And staff should call on school psychologists for consultations and in-service workshops.

Is the ultimate goal a stress-free environment?

It's impossible to make each day at school stress-free. What's important is acknowledging that stress is inevitable and that all stress is not necessarily all bad, says school psychologist Jan Hughes, a professor at Texas A&M University.

In the long run, equipping students with coping skills and providing the environmental supports to help them deal with moderately stressful events can serve to inoculate students from the potentially detrimental effects of more serious stressful events in the future. ✔

Rena Large, *NEA Health Information Network. Thanks to the American Psychological Association for its assistance with this article.*

HEALTH RESOURCES

- **The American Psychological Association offers a "Help Center" on the Web (http://helping.apa.org/) with information on stress in adults and children, dealing with anger, the warning signs of violence, family and relationships, and the mind-body connection. For more information, contact APA, 750 First St., N.E., Washington, DC 20002, 800/964-2000, or visit the Web at www.apa.org/.**
- **The National Association of School Psychologists provides information for education professionals—including an online version of "Early Warning, Timely Response: A Guide to Safe Schools"—on the Web at www.naspweb.org/. For more information, contact NASP, 4340 East West Hwy., Suite 402, Bethesda, MD 20814, 301/657-0270, Fax 301/657-0275.**
- **The National Mental Health Association Information Center has posted free fact sheets on stress, statistics on children's mental health, and background on its Office of Prevention and Children's Mental Health Services on the Web at www.nmha.org. For more information, contact NMHA, 1021 Prince St., Alexandria, VA 22314, 800/969-6642, TTY 800/433-5959.**

NEA HIN

From the **NEA Health Information Network**

■ Blood on the Job

September marks the return to many familiar school routines. Then, suddenly, a fourth grader cuts his finger . . . and there is blood everywhere. You rush to help. As a school employee, what do you need to know to make sure that both you and your students are safe from infection? Get the *Red Book, Exposure to Blood on the Job: What School Employees Need to Know,* the perfect back-to-school publication now available free from the NEA Health Information Network. See below for ordering details.

■ HIV Education

Philip Armstrong, a special education teacher from South Carolina, has won the 1999 NEA HIN Ryan White Memorial HIV Education Award. He was nominated by his peers for pioneering efforts to promote HIV/AIDS awareness, including the creation of "Heart to Heart," a peer education training program for Myrtle Beach High School students. For more on this award and the Vivian Roy Bowser Cancer Education Award, contact the NEA Health Information Network.

■ Grants and Satellites

• The NEA Health Information Network Vivian Roy Bowser Cancer Education Fund offers small grants to NEA state and local affiliates for cancer education programs benefiting school employees. For details, contact the NEA Health Information Network.

• The NEA-EchoStar Safe Schools Network has announced a new program providing free satellite dishes and programming to schools to broadcast user-friendly, research-based school safety information and training. For details, visit the Web at www.nea.org/issues/safeschool/echostar or Fax NEA Human and Civil Rights at 202/822-7578.

■ How To Connect

To find out more about these and other great resources from the NEA Health Information Network, call the toll-free 24-hour resource line at 800/718-8387 (202/822-7572 in Washington, DC metro area), send an E-mail to NEAHIN1@aol.com, or check the Web at www.nea.org/hin.

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Tammy Gipson

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Should You Jump Onboard the High-Tech Express?

Q: I hear people talking about how much money they're making by investing in the Internet. Should I get on board?

A: The Internet is the future, and we should all be investing in it. It's changing the way America shops, communicates, and spends leisure time.

Unfortunately, the companies people are talking about—Amazon, Yahoo!, eBay—aren't the ones you should be buying. Some of these companies have rewarded their shareholders enormously, up 200 and 300 and 400 percent. But they are extremely high-risk stocks with an uncertain future.

Some of the companies, like Amazon, have not yet turned a profit. So the stock price is based on some vague speculation about what the company's future prospects might be.

Instead of buying Internet hype, you should be buying Internet technology. Look for the companies that are building the infrastructure for the future of the Internet.

Of course, you will have to research these companies yourself. But look for companies in the fiber optics business like Uniphase and Ciena. Look at companies that increase the bandwidth to allow more traffic to move over the Internet, like Cisco and Broadcom. And look for companies in wireless communications like Qual-comm and Nokia. (Full disclosure: I own Uniphase, Cisco, and Qual-comm.)

Q: I'm a pretty savvy investor. Is there anything a financial planner can do for me?

A: I think the most important thing a good planner can do is to help you get some perspective on your life, to figure out where you are and where you want to go.

A really good planner is a good listener and a coach, someone who can help you unearth your dreams and figure out how to deploy your assets to achieve them.

All the big issues we face in life revolve around money—money that is usually tangled up with emotions: getting married, buying a house, having a baby, losing a job, losing a spouse, becoming ill, retiring, sending kids off to college, getting divorced.

When you have to face one of these issues—and you will—it's difficult to separate out your emotions from the hard financial decisions you have to make. That's where a financial planner can help.

Q: Does size matter in a mutual fund?

A: Yes. And bigger is not better. The way to measure a fund is by asset size, which tells you how much money shareholders have invested in the fund. Some funds might have as little as $250 million in assets while the largest fund, Fidelity's Magellan Fund, has nearly $100 billion in assets.

One disadvantage to a tiny fund is that it will probably cost you more. That's because the expenses to run a fund are shared by all the shareholders, or those who invest in the fund. If there aren't too many shareholders, your share will be more.

You would think, then, that the really large funds would be cheaper. Unfortunately, that's usually not the case because few fund companies pass on the economies of scale they enjoy when a fund gets really big.

A bigger problem, though, is that it's difficult for a big fund like Magellan to maneuver in the market. Even if the fund manager makes a great stock pick, how much difference can one pick make on a $100 billion fund?

That's why, all other things being equal, I prefer a smaller fund to a larger one.

Q: Does it make sense to invest internationally? All the action seems to be in the U. S.

A: You're right that the U.S. market outperformed all other markets over the past four years.

The Standard & Poor's Index of 500 stocks returned an average of 30 percent a year in 1995, 1996, 1997, and 1998.

But that started to change in April of this year. Since then, the S&P has lagged while other economies have taken off. Some emerging markets funds were up sharply by midyear.

Japan, which has been in the doldrums for years, also started showing signs of life last spring, with funds like Warburg Pincus Japan Small Company up over 70 percent.

We never know which investment will do best in any given period. That's why it makes sense to diversify and cover all your bases, rather than trying to chase the hot returns.✔

—Mary Rowland

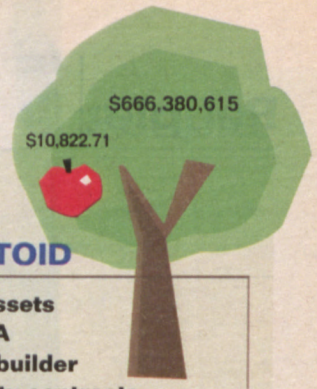
Rowland is an author and regular contributor to major financial planning magazines.

Thrifty Educator

Each month, this space will feature NEA members' money-saving ideas. This month's tips come from Susan May, who teaches at McCook (Nebraska) High School.

I have a whole host of ideas to save on paper. Here are a few of them:

- **I laminate pretty laser papers and papers that I embellish with stickers, punches, stamps, computer clip art. Then I post messages on these papers, using markers that will erase.**
- **I copy enough tests for one class and have students write answers on their own piece of paper.**
- **I laminate chore charts with my students' names. Then when a student needs reminding about an assignment, I write it on the laminated chore chart with a marker that erases.**
- **Eventually all students will have E-mail addresses at home and at school and will be able to access anything I send them electronically (absentee assignments, praise notes, etc.).**
- **I tape a copy of each handout on the wall. Students who lose papers can copy the handout by hand or borrow it and pay 25 cents.**
- **For some assignments, I design computer templates. The student completes the work and saves it in the correct folder, while practicing computer skills. We do not print it. While the student is watching, I evaluate the work on the computer.**
- **I also have students peer-edit each other's work before printing it, and I use transparencies rather than lots of handouts.**



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Also available online: up-to-date performance reports on each annuity to help you make informed investment decisions, and Foresight, a quarterly publication written exclusively for NEA Valuebuilder Annuity participants.

For more information, call 800/NEA-VALUE (1-800-632-8258) and order your free Retirement Planning Kit.

** Active, staff, reserve, and life members. Life members must work at least one day out of the school year and be actively employed in education.*

Music to the Ears

Tim Geiler, a custodian at Willow Brook Elementary in St. Louis, Missouri, is teaching students not to judge a book by its cover.

"I'm not just the person who empties the trash cans and sweeps the floor," says custodian Tim Geiler. "I'm a violist who performs with the Florissant Valley Community College Orchestra."

Geiler's passion to play began in his fourth grade instrumental music class. He originally wanted to play the violin, but his music teacher—overwhelmed with budding violinists—convinced Geiler to try his hand at the viola. Geiler has stuck with it ever since.

Now this NEA member is passing on his love of music to students. Every year, the third graders take a field trip to Powell Hall to listen to the St. Louis Orchestra. Before they go, Geiler is invited to their room to introduce and demonstrate the viola.

"The kids really get a kick out of it because they don't expect the custodian to be playing a viola," says Geiler. "It's a real eye-opener." ✔

Mary Butkus

Simply the Best

You may not have seen it on ESPN or read about it in your local newspaper's sports section, but the United States won the gold in the 1998 World Team Cup wheelchair tennis competition. Heading up the four-member team was number one world-ranked California physical education teacher **Brian Hanson.**

The competition took place in Barcelona, Spain, at the Olympic Tennis Venue. Hanson, a teacher at Lincoln and Bunker Elementary Schools in Newark, played against three countries—Japan, England, and France—in the open quad division and won all three matches.

"I have participated in sports all my life and watched the Olympics on TV," says Hanson. "To be able to represent the United States and bring home the gold was just incredible."

After suffering a sporting accident in college, Hanson was introduced to wheelchair tennis by the Ohio State University women's tennis coach. He kept with it, training 10-15 hours a week, and competed in tournaments all over the world.

Through it all, Hanson hasn't let fame go to his head.

"I don't tell my students much about it," says Hanson. "I guess I am just not one to show off my awards." ✔

Rob Riha, Jr.

Teacher on The Trail

Mia Song

For years, second grade teacher **Andrea "Finney" Auf der Heyde** has used Alaska's annual Iditarod Sled Dog Race to captivate, motivate, and educate her students. This year, she became the first Teacher on the Trail, sending back journals and lessons via E-mail along the way.

"I believe you have to have a passion about what you're teaching," says Finney. "This is my passion."

Finney teaches at Rogers Elementary School in Bloomington, Indiana, a school with a focus on connecting curriculum to real-life application and skills.

During last March's Iditarod, Finney traveled to each checkpoint along the 1,161-mile trail. Through 41 journal entries, she passed on to her students scenarios of life skills used during the race, extolling the perseverance of the mushers who continued on despite bruises and sore muscles and the trust placed on the dogs to lead the mushers in the right direction.

Finney, who's never run the Iditarod before, learned how to survive on only the bare necessities.

"I wore the same clothes several days in a row," says Finney. "I went for days without a bath, wore no makeup, carried all my belongings in my backpack, and had only one change of socks, but it was worth it."

For more information about the race and Finney's curriculum, look under "Teacher on the Trail" at www.iditarod.com. ✔

Collector of Cards

When Texas art teacher **Jean Zurow** was 10 years old, she found a treasure in the alley behind her house—six Abraham Lincoln birthday centennial postcards dated 1909. In the 48 years since then, she's been an avid postcard collector.

Today, Zurow teaches at Wooldridge Elementary in Austin and uses many of her more than 9,000 postcards to teach her art lessons.

About 3,000 of her less valuable cards remain in her classroom. They can be found decorating bulletin boards or in boxes organized by topics and states. Zurow coordinates them with her lessons. When a class is drawing flowers, trees, animals, or the Statue of Liberty, she pulls out postcards with these items on them as models.

"I've found that using the postcards allows me to teach interdisciplinary lessons," Zurow says. "The children learn about American history by looking through the cards from the '40s and '50s, and use math to figure out the different postage prices throughout the years."

The postcards are such a hit that students often want to keep them. So Zurow made a "Junk Box" that contains postcards of little value to her, and she sells them to the students for 25 cents. Students celebrating birthdays can pick one out for free.

"Kids today are surrounded by TV and the Internet—all fleeting images," says Zurow. "This is something tangible they can hold in their hands and keep."

If you'd like to trade school postcards with the students at Wooldridge, send yours to Wooldridge Elementary School, 1412 Norseman Terrace, Austin, TX 78758. ✔

Mark Matson

He's Head Of the Class

In his classroom, Georgia kindergarten teacher **Andrew Baumgartner** has hosted Sleeping Beauty's wedding and knighted Jack after he killed the giant at the top of the beanstalk.

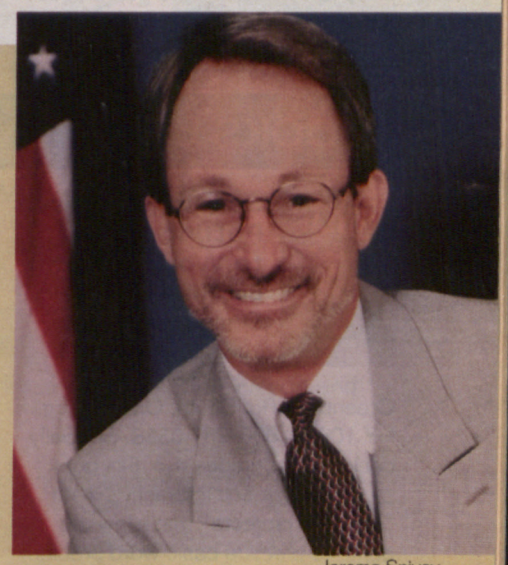
For this sort of creativity, sense of adventure, and joy in the art of teaching, Baumgartner was "knighted" the 1999 National Teacher of the Year last spring by the competition's sponsors, the Council of Chief State School Officers and Scholastic Inc.

"When fun disappears from learning," Baumgartner believes, "learning gets lost for children."

A 23-year teaching veteran and NEA member, Baumgartner knows the job isn't all fun. It wasn't easy, he acknowledges, to become a male kindergarten teacher.

"The stereotype is that teachers have to be motherly," he says. "But being paternal is of equal importance. And little boys in school need to see men succeeding."

Baumgartner will spend the coming year touring the nation, speaking out on behalf of teachers and quality public education. His biggest issues: respect and professionalism for teachers, opportunities for men in education, and the educational needs of young children.



Jerome Spivey

For more information about the Teacher of the Year competition or to inquire about Baumgartner's speaking schedule, go to www.ccsso.org/ntoy.html ✔

Where Has All The Kindness Gone?

Some of the biggest names in the ed biz search for answers—at school.

THE KINDNESS OF CHILDREN
Vivian Gussin Paley. Harvard University Press, 132 pp., $18.95.

THE STUDENTS ARE WATCHING
Schools and the Moral Contract. **Theodore Sizer** and **Nancy Faust Sizer.** Beacon Press, 132 pp., $20.

When Miss Eliot's four- and five-year-old students instinctively include Teddy, a severely disabled boy in a wheelchair, in their play, Vivian Gussin Paley's wheels start turning.

"The early instinct to help someone is powerful," she muses. "Think about it. How could this basic characteristic of ours disappear so quickly?"

That's a question worth pondering, post-Columbine. And Paley, the nation's most prolific kindergarten teacher, ponders it beautifully in her newest book, *The Kindness of Children.*

Now retired, Paley still visits classrooms, serving as a facilitator of talk and play and storytelling. Once home again, she writes, inviting us to join her stream of consciousness into the deeper waters of understanding.

"What if the classroom is the only place left where we are guaranteed a full turn on the stage?" she asks. Is it true that "if you tell me your story, you like me?" And what is it about telling stories about acts of kindness that inspires others to tell stories about acts of kindness that, then, inspire acts of kindness?

Toward the end of Paley's tale, she talks with fifth graders who ponder acts of meanness. Why the switch? Paley ends with the question.

Educators Ted and Nancy Sizer start with the answer. Now co-principals of a charter school in Massachusetts, the Sizers — in their new book, *The Students Are Watching*—contend that America's overly large, impersonal high schools and overwhelmed high school educators regularly teach students values no one wants them to learn, values that unintentionally poison the well of kindness.

Kids see decrepit buildings (message: children and teachers don't matter), listen to lectures (who needs to be an active learner?), and learn to take multiple-choice tests (getting by is easy and acceptable). They learn to accept rigid tracking (message: discrimination is tolerable) and expect anonymity (no one cares).

The Sizers' message comes through loud and clear: "If we care about our children's values—how as a matter of habit they treat others and how aware they are of why they do what they do—we must look into a mirror."

As a new school year unfolds, what do you see? ✔

—Stefanie Weiss

EXCERPT

The students are watching. How we adults live and work together provides a lesson. How a school functions insistently teaches.

If we care about our children's values—how as a matter of *habit* they treat others and how aware they are of why they do what they do—we must look into a mirror.

Do we teachers, as a matter of habitual practice, bluff? Do we sort unfairly? Do we treat students harshly in the name of order rather than as a way to promote student growth? Do we grapple over unworthy things? Do we act in a manner which reflects the values which we wish our students to assimilate? What do our actions tell our students about our purposes? About our principles? Have we adopted a style which is insistently moral without becoming moralistic? Do we administrators and policy-makers impose regimens and instruments which are arguably thoughtful and fair?....

The students watch us all the time. We must honestly ponder what they see, and what we want them to learn from it.

—The Students Are Watching

BOOKS by NEA Members

Special Delivery: Putting Math to Work
Bob Krech. Cuisenaire Company of America. 103 pp., $12.95 plus $2.50 s&h to 125 Greenbush Rd. South, Orangeburg, NY 10962, 800/237-0338. Specially designed for grades K-3, this book provides new and interactive math "problem projects" that allow students to practice basic word problem solving skills using creative and easy-to-understand situations.

Watch this space for more NEA member-written books.

Girl to Girl: The Real Deal on Being a Girl Today
Anne Driscoll. Element Children's Books, 128 pp., $4.95 plus $2 s&h, 617/248-0909. A guide to growing-up for today's pre-teen girls, with quotes from dozens of girls. Includes "girl-power" advice on how to get to know a boy, how to handle going to a new school, what to do if you don't feel popular, how to handle problems with people at school, what to do if you have a problem with your teacher, how to be a team player, and much more.

Why Johnny Died
Marlis Day. Sterling House Publisher, Inc., 180 pp., $10 plus $3 s&h to 7625 S. Petersburg Rd., Monroe City, IN 47557. In this fictional murder mystery, a quiet community is shocked by the accidental death of a young boy, but his keen seventh-grade teacher suspects foul play. When she begins to investigate, Margo Brown becomes the target of threatening notes and break-ins. Still, she searches for answers. What she finds shocks the community, faculty, and even the police.

Teachers Telling Tales Out of School
Robert Codner, Terry Kimble. MCC Publications, 142 pp., $10.95 plus $3 s&h to P.O. Box 2061, Evanston, WY 82931, 800/334-3173. A humorous look at what goes on behind the scenes at the fictional "Muddle School District," this book takes no prisoners. It pokes fun at the structure of school systems, the politics of school management, the waste and mismanagement of school resources, and the way folks typically get promoted in the school establishment.

FREE OR INEXPENSIVE

When Death Impacts a School

Helping the Grieving Student: A Guide for Teachers provides educators with practical tips and step-by-step information on what to say and do following a death that impacts students. Includes information on developmental issues with specific classroom activities. $9.95 plus $3 s&h from the Dougy Center for Grieving Children, 503/775-5683, Fax 503/777-3097. On the Web at www.dougy.org.

Independent Learning

How can you teach your students to learn without turning your class into a study skills lab? *Inspiring Independent Learning: Successful Classroom Strategies* by Mary Ann Rafoth shows how to foster independent learning in K-12 classrooms. Includes questionnaires and scoring guides to help assess students' metacognitive and study skills, as well as a peer tutoring manual. $10.95 plus s&h for NEA members. Stock #2954-2-00-FF. Contact the NEA Professional Library at 800/229-4200 or on the Web at www.nea.org/books.

Sight and Sound

Awesome Experiments in Light and Sound provides kids ages eight to 12 with more than 45 experiments requiring mainly easy-to-find materials, to satisfy curiosity, enter a science fair, or just have fun. $17.95 plus $5 s&h from Sterling Publishing Co., Inc., 800/367-9692.

Wacky Science: A Cookbook for Elementary Teachers

Phil Parratore. Kendall/Hunt Publishing Co., 136 pp., $24.99 plus $4 s&h to 4050 Westmark Dr., Dubuque, IA 52002, 800/228-0810.
This book details hundreds of simple and fun projects to get elementary students excited about learning science. Includes experiments on pressure, electricity, chemical reactions, density, gasses, and more—most "with a high 'wow' factor."

About AIDS

Teaching AIDS is a practice-based, interactive curriculum about the risk of AIDS and HIV infection. $19.99 plus $4 s&h from Routledge, 800/634-7064, Fax 800/248-4724. Send E-mail to cserve@routledge-ny.com. On the Web at www.routledge-ny.com.

Classroom Critters

Classroom Critters and The Scientific Method contains simple, animal-friendly studies and experiments that allow students in grades 3-8 to explore the scientific method with common classroom pets. $17.95 plus $4 s&h. Contact Fulcrum Publishing, 350 Indiana St., Suite 350, Golden, CO 80401, 800/992-2908, Fax 303/279-7111. Send E-mail to fulcrum@fulcrum-resources.com. For details on the Web, go to www.fulcrum-resources.com.

Every Minute Counts

With more than 200 suggestions, *Jump Starters* offers K-6 teachers quick classroom activities that develop self-esteem, creativity, and cooperation. $21.95 plus $5 s&h from Free Spirit Publishing, 800/735-7323, Fax 612/337-5050. On the Web at www.freespirit.com.

Making Math Fun

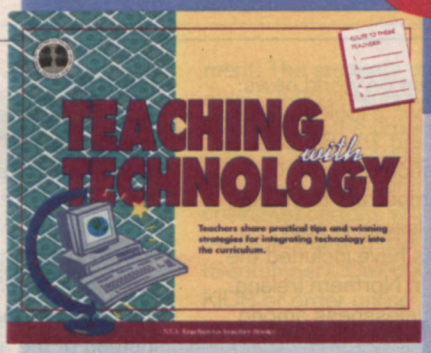
From addition and subtraction to plane and space geometry, graphing, and probability, *Math Games for Middle School* provides hands-on challenges and skill-building exercises for 11 to 14-year-old students. $16.95 plus $5.00 s&h from Independent Publishers Group, 800/888-4741, Fax 312/337-5985. Send E-mail to frontdesk@ipgbook.com.

Got Six Minutes?

Satisfy kid's natural curiosity with *Six-Minute Nature Experiments.* The 50 easy, educational experiments for seven to 10-year-old students demonstrate concepts of nature and require only basic household items. $17.95 plus $5 s&h. Contact Sterling Publishing Co., Inc., 387 Park Ave. South, New York, NY 10016-8810, 800/367-9692.

For more Free or Inexpensive listings, see page 49.

NEW from the NEA Professional Library


TEACHING with TECHNOLOGY
Teachers share practical tips and winning strategies for integrating technology into the curriculum.

Teaching with Technology
NEA Teacher-to-Teacher Books, NEA Professional Library, 96 pp. $9.95.
In a world where schools are connected to the Web and students surf the Net with ease, teachers are discovering that it's not enough for kids to be computer literate. They need to be information literate as well. Many schools are shifting their focus from a computer literacy curriculum, which teaches students about technology, to curricular integration, which uses technology as a learning tool for core subjects. In *Teaching with Technology*, classroom teachers, library/media specialists, and computer resource teachers share the strategies they're using to revamp instruction and help their students develop the critical thinking and interpersonal skills they need to become better learners.

For more information or to order, call 800/229-4200. To order on the Web, go to www.nea.org/books.

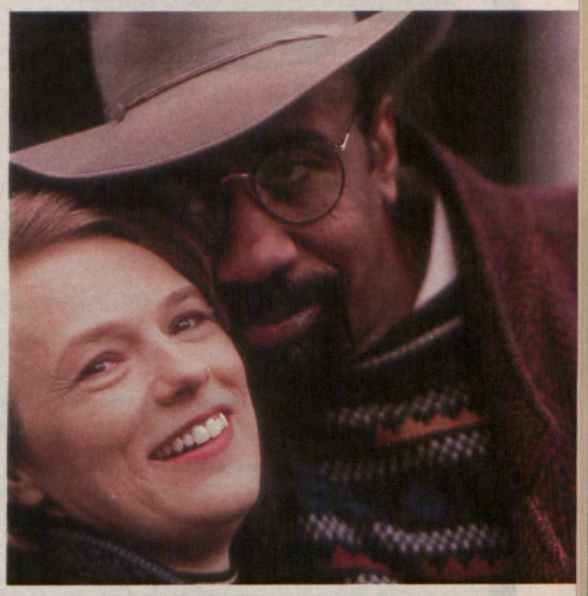
EXCERPT

Seven short years ago, turning on a computer was a terrifying experience for me. Today, personal computers and the Internet are critical to the way I teach eighth grade English. They've also dramatically increased the level of effort my students put into their writing, which now enjoys, thanks to the Internet, an international audience. The integration of technology into my teaching not only helps my students master basic English skills, it also expands their horizons and prepares them to function effectively in the information age.

TVTIPS

An American Love Story

PBS, September 12-16, check local listings for times.



In a frank examination of race, love, and family, this 10-hour documentary follows 18 months in the lives of Bill Sims and Karen Wilson, a mixed-race couple who have sought acceptance and faced racism throughout their 25-year marriage.

To record in detail the struggles and triumphs of their domestic and social lives, filmmaker Jennifer Fox lived with Sims and Wilson and their daughters.

Visit www.pbs.org/lovestories for a collection of stories from relationships that bridge major differences.

KIDSNET, a national resource for children's media in Washington, D.C., provides this listing and others you'll find on page 46. For more information on children's shows, check out the KIDSNET Web site at www.kidsnet.org. ✔

TV TIPS

What Matters

HBO Family, check local listings. This monthly news magazine from CNN Student Bureau and HBO Family features national and international news stories created by and for students. Each episode features *Earthlink*, a segment on world news; *Homefront*, a look at national issues; and *The Big Deal*, an examination of current issues important to young people. Issues in past episodes have included the conflict in Northern Ireland and homelessness among children.

Hamlet

TNT, September 5, check local listings. TNT Learning presents Kenneth Branagh's 1996 film adaptation of the Shakespearean tragedy with limited interruptions. This ambitious *Hamlet* is notable for its use of the entire text instead of the abridged version found in most productions. Call 800/344-6219 for information on using this program in the classroom.

TCM By the Book

Turner Classic Movies, September 19-24, 6 a.m. and 6 p.m. This season's By the Book selections include classic film adaptations of Hardy's *Far from the Madding Crowd*, Kipling's *Kim*, Dickens's *David Copperfield*, and Austen's *Pride and Prejudice*. Enrolled teachers receive free curriculum guides for the films and may record the commercial-free broadcasts for one-year use. Visit http://tcm.turner.com/ for information on enrollment or call 800/344-6219.

The Ghost of Faffner Hall

Odyssey, check local listings. This Jim Henson series is set in Faffner Hall, a music conservatory haunted by its builder, Fughetta Faffner, who must protect its legacy from her music-hating nephew. Created with the input of music educators, the program makes fundamental musical concepts accessible to young children.

Seeking Solutions

PBS, Wednesday, September 22, 8:00-10:30 p.m. ET, check local listings.

In a blend of documentary segments and public dialogues, this 2 1/2-hour program produced and reported by Pulitzer Prize-winning journalist Hedrick Smith highlights communities that have found answers to the teen violence, street and hate crime that trouble America.

One segment features NEA member Joe Moros, an English teacher at San Clemente High School in San Clemente, California. Moros launched a special course on tolerance following two 1993 hate crimes that jarred his affluent Orange County community. Visit www.teachtolerance.org to find out more about his class.

The site includes a curriculum and resources for starting your own tolerance course.

PBS will hold a live, interactive Webcast from Washington on September 14 from 9-11 a.m. ET. The symposium will address topics tackled in Seeking Solutions. For information: www.pbs.org/seekingsolutions.

Learn & Live

PBS, check local listings. This documentary from the George Lucas Educational Foundation profiles educators, administrators, and school systems where innovative use of technology and hands-on learning models benefit students and communities. Visit www.glef.org to view a schedule of local

All the Tools for School

VISIT THE MOST COMPREHENSIVE NEWS AND EDUCATION RESOURCE ON THE WEB.

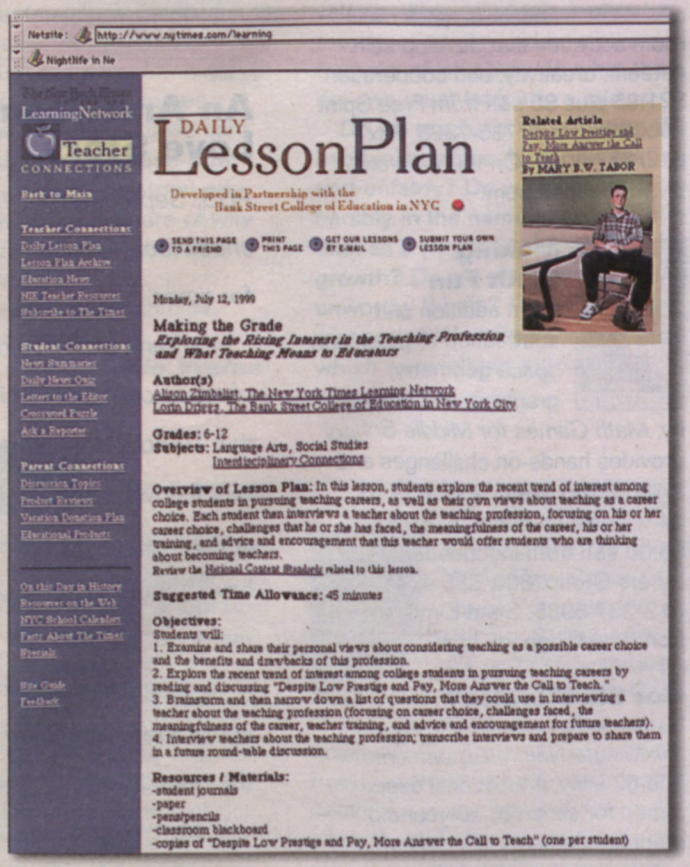
The New York Times Learning Network offers a wealth of educational tools to help teachers of grades 6 to 12 connect lessons learned in class to events that are changing the world. The Learning Network is interactive, easy to navigate and FREE to anyone with Internet access.

You'll find:

- Ready-to-print daily lesson plans, created in conjunction with Bank Street College of Education in New York City
- A different focus for each day's lesson plan:
  Monday: Social Studies, American History
  Tuesday: Science
  Wednesday: Global History, Social Studies
  Thursday: Math, Technology, Journalism
  Friday: Language Arts, Fine Arts
- Subject-based lesson plan archives for easy curriculum planning
- Education news and product reviews

New for the 1999-2000 school year:

- For students: Science Q&A crossword puzzle twice a month
- For teachers: Lesson plans searchable by keyword, links to state standards
- For parents: Family movie guide


Netsite: http://www.nytimes.com/learning

LearningNetwork
Teacher CONNECTIONS

DAILY LessonPlan

Developed in Partnership with the Bank Street College of Education in NYC

Monday, July 12, 1999

Making the Grade
Exploring the Rising Interest in the Teaching Profession and What Teaching Means to Educators

Author(s)
Alison Zimbalist, The New York Times Learning Network
Lorin Driggs, The Bank Street College of Education in New York City

Grades: 6-12
Subjects: Language Arts, Social Studies
Interdisciplinary Connections

Overview of Lesson Plan: In this lesson, students explore the recent trend of interest among college students in pursuing teaching careers, as well as their own views about teaching as a career choice. Each student then interviews a teacher about the teaching profession, focusing on his or her career choice, challenges that he or she has faced, the meaningfulness of the career, his or her training, and advice and encouragement that this teacher would offer students who are thinking about becoming teachers.

Suggested Time Allowance: 45 minutes

Objectives:
Students will:
1. Examine and share their personal views about considering teaching as a possible career choice and the benefits and drawbacks of this profession.
2. Explore the recent trend of interest among college students in pursuing teaching careers by reading and discussing "Despite Low Prestige and Pay, More Answer the Call to Teach."
3. Brainstorm and then narrow down a list of questions that they could use in interviewing a teacher about the teaching profession (focusing on career choice, challenges faced, the meaningfulness of the career, teacher training, and advice and encouragement for future teachers).
4. Interview teachers about the teaching profession; transcribe interviews and prepare to share them in a future round-table discussion.

Resources / Materials:
-student journals
-paper
-pens/pencils
-classroom blackboard
-copies of "Despite Low Prestige and Pay, More Answer the Call to Teach" (one per student)

The New York Times LearningNetwork

www.nytimes.com/learning

broadcasts, order the video and book kit, view segments from the program, or read the transcript.

Lost and Found Sound
NPR, Fridays through January 2000. Airing weekly during NPR's "All Things Considered," this short program features sound recordings that reflect important cultural events, ideas, and movements of the 20th century. Visit www.npr.org to listen to past programs, including profiles of lost languages, recordings by Thomas Edison, and an account of the Gettysburg address by an eyewitness.

Phred on Your Head
Noggin, Daily, 5-7 p.m. and 8-10 p.m. This new program from Noggin, the commercial-free children's network, encourages young viewers to express themselves. With a new young co-host each day, friendly, animated Phred presents short films based on kids' story submissions, classic segments from *Sesame Street* and *Electric Company*, and different games and puzzles. Kids can send in their story suggestions or visit www.noggin.com.

ANNOUNCEMENTS

Pumpkin Time
As school children across the country prepare to fill jack-o-lanterns with candy, the U.S. Committee for UNICEF will spend its 49th year rallying those students to also "Trick or Treat for UNICEF." Trick or Treat for UNICEF, an educational and fundraising tradition, teaches American children about their role as global citizens. Since its inception, children have collected more than $100 million by going door-to-door with UNICEF's trademark orange collection cartons on Halloween. More than 3 million orange boxes were distributed last year.

NEA members Sue Reardon, Joan Plotkin, and Tiffany Notz have successfully integrated this project into their curriculums in past years. Reardon, 8th grade teacher at Readington Middle School in Readington, New Jersey, has taught about UNICEF in her social studies course and organizes a massive school/community wide fundraising campaign every year. Last year, activities including ballet performances, Sikh music, turban wrapping and Origami raised over $9000 for Trick Or Treat.

Plotkin and Notz brought UNICEF speakers into their schools for the campaign. Plotkin, 4th grade teacher at Devonshire School in Skokie, Illinois, invited a UNICEF Chicago board member to speak with 3rd, 4th, and 5th graders about the organization and last year's fundraiser. Notz, 4th grade teacher at Lake Forest Intermediate School in Lake Forest, Illinois, used the TOT program to fulfill her school's community service requirement. The students raised over $2500 in Notz's first year leading the program – a state record for 1998.

Trick-or-Treat materials and collection cartons will be available starting this month (September). Call 800/252-KIDS or order online at **www.unicefusa.org. All** materials must be ordered no later than October 17 for timely delivery.

Online Chats
Teachers.Net offers live professional development and chat meetings on most Monday through Thursday evenings year round.

The September "Back to School" calendar at Teach-

Now NEA Members can get a competitive rate mortgage, great customer service...

and a complimentary 4-day vacation to go with it.

We've already helped thousands of members and their families. The NEA Home Financing Program® provided by Norwest Mortgage can make refinancing or buying a new home an affordable and rewarding experience for you, too. Check out our competitive rates today by calling the NEA Mortgage QuickLine® at 1-800-NEA-4-YOU, ext. 619.

It's fast and easy to apply. Just call toll-free or stop by any of over 850 Norwest branches nationwide. You can also get free mortgage counseling or a free "break-even" analysis to see how you will benefit by refinancing. And don't forget to ask about our zero-point option, low down payments, fast loan decisions–and how to get a loan commitment* even before you start house-hunting!

Special bonus–complimentary 4-day Driveaway Getaway Vacation Package** after closing. Choose from over 100 deluxe resort destinations, including some of America's top ski resorts. Call your mortgage counselor today for details.

1-800-NEA-4-YOU, ext. 619
(1-800-632-4968) Mon.–Fri., 8 a.m.–midnight, E.T.

The NEA Home Financing Program
...helping to make dreams affordable

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*For qualified applicants only. Loan commitment will be subject to the terms and conditions contained in the loan commitment letter for this program. Call a mortgage counselor for details. **This offer is only valid on loan applications made on or after January 1, 1999 and closed on or prior to December 31, 1999 through this program. Offer is subject to loan approval and other terms and conditions. This offer not available on home equity loans and lines of credit. Call 1-800-632-4968 for additional "Driveaway Getaway" vacation package details and terms and conditions. The "Driveaway Getaway" vacation package is a program of MMS Incentives, which is solely responsible for the administration and all aspects of the vacation package. Norwest Mortgage is in no way responsible or liable for the services. Equal Housing Lender.

HFNT 0999

ers.Net includes Howard Gardner on September 28 discussing his latest book, *Intelligence Reframed: Multiple Intelligences in the Twenty-First Century*, Samuel Meisels, September 21, on the Work Sampling System, literacy expert Pat Cunningham, September 7, fielding questions about her 4-Blocks Literacy program, and on September 13, children's author/illustrator Joan Holub.

All of the above sessions are scheduled for 9-10 p.m. ET in the Teachers.Net Conference Room at http://Teachers.Net/conference. For more information, contact NEA member Kathleen Carpenter by e-mail at kathleen@Teachers.Net.

AWARDS/GRANTS

Reading Specialists

Funded by the International Reading Association, the Nina Banton Smith Award recognizes a middle or secondary classroom teacher or reading specialist who has made an outstanding contribution in helping students become more proficient readers. The association offers one $1,000 award per year.

The Eleanor M. Johnson Award, also funded by the International Reading Association, gives one $1,000 award to an outstanding elementary reading or language arts classroom teacher. Applicants must be an International Reading Association member, have aminimum of five years of teaching experience, and be endorsed by four people.

Applications for both awards must be received by November 15. For details, contact the International Reading Association, P.O. Box 8139, Newark, DE 19714, 302/731-1600. On the Web at www.reading.org. Send E-mail to exec@reading.org.

Science Teachers

The following three award programs are run by the National Science Teachers Association. Applications for all three must be postmarked by November 15. For details, contact NSTA Awards Program, 1840 Wilson Blvd., Arlington, VA 22201-3000, 703/243-7100. On the Web at www.nsta.org.

- The CIBA Exemplary Middle-Junior High School and High School Science Teacher Awards go to one middle school teacher and one high school teacher who demonstrate exemplary science teaching performance. Winners receive $1,000 and a trip to NSTA's national convention.
- The Gustav Ohaus Awards recognize innovations in science teaching by elementary, middle high, high school, and college teachers. Funded by the Ohaus Corporation, one $1,000 award and one $750 award are given in each of the four grade-level categories.
- The Barrick Goldstrike Exemplary Elementary Earth Science Teaching Award is given to an elementary (K-6) science teacher who has demonstrated exemplary earth science — specifically environmental or geology — teaching practices. The winner will receive a desktop or laptop computer system, $2,500 for the purchase of earth science materials, and trips to science education conventions.

Fulbrights

If you're interested in teaching abroad during the 2000-2001 academic year, the U.S. Information Agency (USIA) Fulbright Teacher Exchange Program is accepting applications from administrators and teachers at

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K-12 schools, two-year colleges, and universities. Applications must be postmarked no later than October 15. Contact Tiffany Swanson, Outreach Specialist, USIA Fulbright Teacher Exchange Program, 600 Maryland Ave., S.W., Suite 320, Washington, DC 20024. On the Web at www.usia.gov.

Hall of Fame

The National Teachers Hall of Fame honors five teachers each year. Inductees are immortalized at the NTHF gallery of plaques, receive a $1,000 stipend, a $1,000 college scholarship for a student in the teacher's school district, and other gifts. Candidates must be certified K-12 classroom teachers with at least 20 years experience. The nomination deadline is January 3. Contact the National Teachers Hall of Fame, 1320 C of E Drive, Emporia, Kansas 66801, 800/96-TEACH.

CONTESTS

Create Web Sites

ThinkQuest Junior encourages students in grades 4-6 to take an interest in technology by asking teams of students, coached by school faculty, to create educational Web sites. Winning students, coaches, and schools will divide more than $200,000 in prize money and receive computers and networking resources.

For students 12 to 19-years-old, ThinkQuest provides $1,000,000 to be shared by winning teams and schools.

ThinkQuest for Tomorrow's Teachers provides more than $500,000 in cash awards to teams of K-12 teachers, prospective teachers, and college and university faculty to build easily usable Web-based educational materials and/or teacher preparation programs.

Applications must be completed between October and January. Contact Advanced Network & Services, 914/765-1132. On the Web at www.thinkquest.org.

FREE OR INEXPENSIVE

Days To Remember

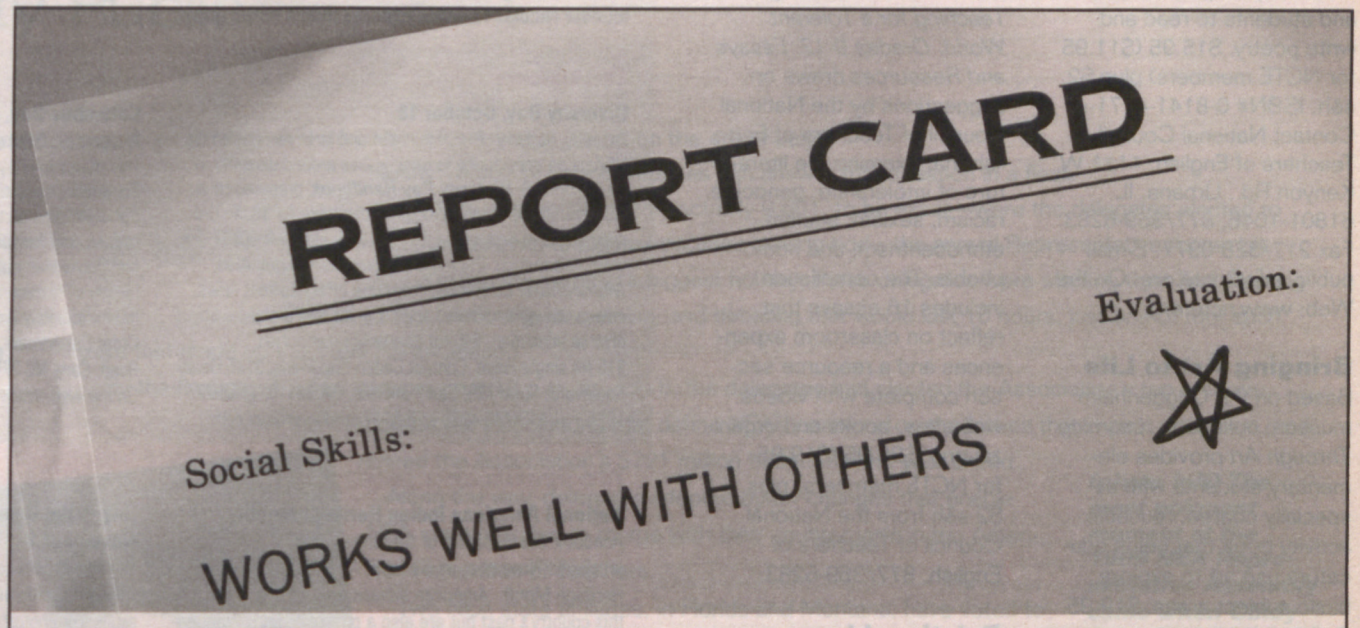
The Teacher's Calendar makes it easy for teachers in grades K-8 and librarians to plan school-year calendars, create bulletin boards, and develop lesson plans using holidays, historic events, birthdays, and special anniversaries. Divided by date, the book begins with August 1, 1999 and ends with July 31, 2000. $19.95 plus $5 s&h. Contact Contemporary Books, 800-323-4900, Fax 800/998-3103. Send E-mail to ntcpub@tribune.com.

Student Writing

Two Decades of The ALAN Review collects the best writings by and about young adult authors and their work, as determined and published by the Assembly on Literature for Adolescents (ALAN) of the National Council of Teachers of English (NCTE). $26.95 for non-NCTE members, $19.95 for NCTE members, plus $2 s&h from the National Council of Teachers of English, 877/369-6283, Fax 217/328-9645. Send E-mail to orders@ncte.org. On the Web at www.ncte.org.

Sexual Assault

So What's It To Me?, *What's The Big Deal?*, and *Top Secret* include useful questions and answers as well as quizzes and advice on the topic of sexual assault. $4.50 each plus $2 s&h (bulk rates and school



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SATURN UAW

For more information about the Saturn/UAW partnership award, or to nominate your school district, please call us at 1-800-738-1817. For more information about Saturn, visit our Web site at www.saturn.com. ©1999 Saturn Corporation.

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High School Poets

Risking Intensity: Reading and Writing Poetry With High School Students explains the necessary steps for teachers and students to read and write poetry. $15.95 ($11.95 for NCTE members) plus $2 s&h. ISBN# 0-8141-4171-4. Contact National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1046, 877/369-6283. Fax 217/328-0977. E-mail public_info@ncte.org. On the Web: www.ncte.org.

Bringing Art to Life

Based on the Guggenheim museum collection, *Learning Through Art* provides elementary students with a specially coated, reusable activity book that helps educators use art to explore basic subject areas. $19.95. Call 800/329-6109

Substance Abuse

ATOD-TV's (Alcohol, Tobacco and other Drugs) CD-ROM and Teacher's Guide provides information about substance abuse, addictions, and where to go for help. Also includes suggestions on how to incorporate the CD-ROM into middle and high school curricula. $85 includes s&h. Contact Missouri Institute of Mental Health, 5400 Arsenal, St. Louis, MO 63139, 314/ 644-8803, Fax 314/644-7843. Send E-mail to rhodesk@mimh.edu.

Building Bridges of Understanding

Teaching for a Tolerant World, Grades 9-12: Essays and Resources draws on suggestions by the National Council of Teachers of English that examine the literature of intolerance, genocide, racism, sexism, ageism, ethnocentrism, and homophobia. The compilation includes 16 essays that reflect on classroom experiences and a resource section complete with videos, web sites, books and organizations. $26.95 ($19.95 for NCTE members) plus $2 s&h from the National Council of Teachers of English, 877/369-6283.

Relationships

Teen Talk offers teens and adult facilitators scenarios for discussions about problem solving, decision making, relationship building, help seeking, and communication. $30 plus $3 s&h from King County Sexual Assault Resource Center, 425/226-5062.

DIVERSITY Calendar

Help for planning school activities for ethnic celebrations taking place over coming months.

September

National Hispanic Heritage Month
This month commemorates events of September 16, 1810, when Mexico began its 11-year struggle for independence from Spain. In *Thirty Million Strong: Reclaiming the Hispanic Image in American Culture*, award-winning author and Arte Publico Press founder Nicolas Kanellos exposes media myths and historical oversights to bring to light the contributions Hispanics have made in the United States from the age of exploration and conquest to the present. $19.95 plus $4 s&h. Contact Fulcrum Books, 350 Indiana St., Suite 350, Golden, CO 80401, 800/992-2908. Fax 800/726-7112 or log on at www.fulcrum-books.com.

October

Diversity Day, October 18
This day, begun in Flint, Michigan and later recognized by NEA, is an opportunity to raise issues around diversity in your school. A *Diversity Day Handbook*, prepared by an NEA member Cleorah Scruggs, is available for $5. To order, send check to Scruggs at P.O. Box 355, Flint, MI 48507. For more information: CScruggs1@compuserve.com. Also, *Multicultural Education* magazine offers current news, advice, issues and ideas, and progress and problems about diverse education. $40 for quarterly subscription, $15 for single issue. Contact Caddo Gap Press, 3145 Geary Boulevard, Suite 725, San Francisco, CA 94118, 415/922-1911. Fax 415/440-4870 or E-Mail caddogap@aol.com

Columbus Day, Dia de la Raza (Hispanic America), **Discoverers' Day** (Hawaii), **October 12**
This marks the day in 1492 when Columbus arrived at the Bahamian Island of Guanahani, which he renamed San Salvador. Also on this day, Latin Americans celebrate their culture, and Hawaii honors all discoverers, including Pacific and Polynesian navigators. *Atlas of Exploration* tracks the history of human fascination with the world, including Italian and Polynesian expeditions. $45 plus s&h. Contact Order Department, Oxford University Press, 2001 Evans Road, Cary, NC 27513, 800/451-7556. Fax 919/677-1303. On the web: www.oup-usa.org.

November

National American Indian Heritage Month
Annually, the President of the United States proclaims November as National American Indian Heritage Month. American Indians are not only a part of this country's past but are also a part of today's America and the future's society. A 24" by 36" poster from Yankee Ingenuities features photos of 12 prominent leaders from northern American Indian tribes. Special NEA member price: $6 plus $3 s&h. Contact Yankee Ingenuities, Ltd., P.O. Box 7305, McLean, VA 22106, 703/573-8161. Fax: 703/573-6940.

Day of the Dead/El Dia de los Muertos (Mexico), **November 1**
Families in Mexico honor the deceased relatives on this day. Mexicans celebrate death with flowers, food, and decorated skulls. For photos, recipes, and links to other Day of the Dead sites, check out http://daphne.palomar.edu/muertos.

Culture Day - Japan, November 3
This day celebrates the Japanese love of peace and freedom. November 3 commemorates the 1946 official announcement of the present Constitution of Japan. Prior to 1945, this day was celebrated as the birthday of Emperor Meiji. Introduce students to the Japanese culture via a Web site with information on Japan's schools, history, daily life, economy, tradition, geography, and more. Go to www.jinjapan.org/kidsweb/index.html.

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[The 1999-2000 Resolutions]

of the National Education Association

As adopted by delegates to the NEA Representative Assembly July 3-6, Orlando, Florida

Setting the Course for Quality Public Schools

Adopting resolutions on issues that impact education was just one responsibility of delegates to the Representative Assembly.

And where were you at 7 a.m. on the 4th of July?

Nearly 10,000 of your colleagues can answer that question in a flash. These 10,000 men and women—actually 9,601, to be exact—were the delegates elected to represent you at NEA's highest decision-making body, the annual Representative Assembly.

At 7 a.m. on the summer's biggest holiday, these delegates were starting their first meeting of a day of listening, discussing, and debating that would last 10 hours, just one of four such days that made up the 1999 RA in Orlando.

By the final gavel, a few minutes past 10 p.m. on July 6, the delegates had elected the Association's top officers, adopted the Resolutions that define NEA's positions on the issues that impact education, and refined the Association's $221 million budget for the year ahead.

Joe Di Dio

(photo left) The most poignant moment at the 1999 NEA Representative Assembly came when Cindy Thirouin, the daughter of Dave Sanders, the teacher killed last April at Columbine High in Colorado, addressed the RA's 10,000 delegates. The remarks by Thirouin, pictured here with her husband, are available on the Web at www.nea.org/ra.

Along the way, delegates adopted bylaw changes that enable NEA state affiliates to merge with their counterparts in the American Federation of Teachers.

Two NEA state affiliates, in Florida and Montana, have voted to merge. A third, in Minnesota, merged last September. In the RA's closest vote, delegates decided, by a 40-vote margin, not to apply the new state merger guidelines retroactively to Minnesota, a move that will impact future budgeting in the state but not the state's merged status.

Not nearly as close as the Minnesota vote were the elections for NEA president and vice-president. Delegates re-elected the two incumbents, Bob Chase of Connecticut and Reg Weaver of Illinois, both running unopposed, by acclamation.

Also re-elected to the NEA Executive Committee were Lily Eskelsen of Utah and Eddie Davis of North Carolina.

Full coverage on all the RA actions is available online. For a day-by-day reporting on NEA's 138th Annual Meeting, just point your Web browser to www.nea.org/ra.

In the pages that follow: the full text of the NEA Resolutions adopted by 1999 RA delegates.

A. Serve As The National Voice For Education

A-1. Public Education

The National Education Association believes that public educational opportunities for every American must be preserved and strengthened.

The Association also believes that public education is the cornerstone of our social, economic, and political structure and is of utmost significance in the development of our moral, ethical, spiritual, and cultural values. The Association further believes that each state must maintain a system of public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of basic reading, writing, speaking, and listening skills

b. Compute effectively to procure and/or dispense services and materials

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Care for the environment

f. Appreciate the aesthetic and moral qualities of life

g. Formulate values that lead to continual growth and self-fulfillment

h. Recognize and appreciate cultural, social, political, and religious differences

i. Use leisure time effectively and develop sound physical health habits

j. Develop skills in and/or an appreciation for the practical/vocational and fine arts.

The Association believes that its members should support public education by sending their children to public educational institutions. (69, 98)

A-2. Educational Opportunity for All

The National Education Association believes that each student has the right to a free public education that should be suited to the needs of the individual and guaranteed by state constitutions and the United States Constitution. Education is a lifelong process, and public schools serve a constituency that embraces all age groups. Access and opportunities for postsecondary education should be widely available, and no qualified student should be denied such opportunities because of the cost of tuition and fees.

The Association also believes that all schools must be accredited under uniform standards established by the appropriate agencies in collaboration with the Association and its affiliates and that the accreditation process must provide sufficient flexibility to enable individual schools to respond to the needs of their students and community. The development of a periodic review of locally established programs should involve community members, parents/guardians/caregivers, students, teachers, and educational support personnel. The Association further believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools.

The Association believes tax-exempt status should be denied to those institutions whose policies and/or practices prevent the integration of the institutions. (69, 99)

A-3. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and public education employees and to encourage wide community and parental participation in achieving and maintaining educational excellence. The Association believes that school boards have a responsibility to promote public understanding of the importance of the public schools.

The Association also believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student behavior and achievement, excellence in teaching, a positive school environment, and high parental expectations for both their children and the schools. The Association also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions. (69, 97)

A-4. American Education Week

The National Education Association believes that American Education Week is an important observance during which positive attention should be focused on the contributions of education and education employees. (97)

A-5. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, state, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decision making, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association further believes that sufficient resources and program alternatives should be provided for the proper placement of each student so that social promotions can be prevented or minimized. (83, 97)

A-6. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association also believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detri-

mental to the public interest. (80, 88)

A-7. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (70, 90)

A-8. Business Support for Public Education

The National Education Association believes that the business community and the Association should work cooperatively in promoting, planning, implementing, and evaluating school-community-business partnerships in the support of public education. The Association welcomes from the business community supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, funding for scholarships, and the donation of specialized equipment.

The Association also believes that the use of programs that involve the marketing of and/or the promoting of products that exploit students and/or institutions should be prevented. (84, 96)

A-9. School Boards

The National Education Association believes that the composition of school boards must be representative of the population within the school district, including minority groups; that board members must be elected by the voters in the school district; and that board members must be elected from representative districts. The Association also believes that provisions should be made for parents/guardians/caregivers of students who are attending school in a district other than their home district as part of a court-ordered interdistrict busing plan to have substantive influence on board actions and policies.

The Association further believes that student participation in a school board's deliberative process should be encouraged; however, student input in the voting process should be advisory only. Wherever a school board includes student members, the Association believes that the student members should be excluded from participating in discussions, receiving information, and voting on issues dealing with education employees and items contained in negotiated agreements.

The Association also believes that school board meetings must be held at times and places that allow education employees, local affiliates, and the community to participate in educational decision making. (80, 99)

A-10. Public School Buildings

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association also believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A-11. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association believes that the programs of historically Black institutions should continue to be reviewed and updated so that they will maintain diverse and quality faculties and student bodies.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. The Association also believes that closing, downgrading, or merging historically Black institutions would not be in the best interest of the educational community. (80, 95)

A-12. School Accountability

The National Education Association supports holding school sites accountable when other parts of a comprehensive system—district, state, and national stakeholders—are also held accountable for providing the resources and other support personnel systems and materials necessary for schools to reach their goals. An effective and fair school accountability system must focus on the school as the unit for improvement and evaluation and ensure that the best practices are encouraged and supported.

The Association believes that school accountability systems must include training for education employees through professional development prior to implementation and procedures for evaluating and improving such systems. Exposure to school accountability systems should also be a part of preservice preparation.

The Association also believes that school accountability must be implemented throughout the school community through a collaborative, interactive, and continuous process by which local affiliates, students, parents/guardians/caregivers, education employees, the public, and policymakers define and support the goals of the school.

A well-designed school accountability system—

a. Promotes educational excellence

b. Has a balanced focus combining school context, processes, and student performance

c. Is based on high standards for all students and multiple assessment tools and sources of data, including an examination of the resources needed and those allocated

d. Focuses on the school and its goals, not on the individual performance of the school staff or other stakeholders

e. Is consistent with education employees' rights and responsibilities as set forth in collective bargaining laws and contracts, meet and confer understandings, and/or policies

f. Is applied in a fair and equitable manner

g. Identifies external factors that impact student learning and achievement

h. Provides for the development of school improvement plans.

The Association further believes that the school improvement process must, as a minimum,

a. Involve the school's staff as an active partner in the development of the plan

b. Provide the resources and assistance necessary to accomplish the plan

c. Identify the responsibilities of each of the stakeholders in the implementation of the plan

d. Provide time for planning, implementation, and reassessment. (71, 99)

A-13. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens.

The federal government should—

a. Ensure equality of educational opportunity for all

b. Collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs

c. Grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education.

Therefore, federal funding formulas should reflect the most current, accurate accounting of the public school population, measurements of poverty, and the state's ability to raise adequate funds. The Association also believes that funding for federal programs should be substantially increased, not merely redistributed among states.

The Association further believes that there should be federal support for education whereby:

a. The federal government assumes a full partnership role with local school districts by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. Federal education funding is clear and identifiable within the federal budget.

c. Federally funded instructional programs have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents/guardians/caregivers, students, and educators should be included as members of these committees.

e. The amount of aid is generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation complies with civil rights statutes and is consistent with the constitutional provision respecting the establishment of religion and provides for judicial review as to its constitutionality.

g. Categorical funding is assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association opposes those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in pre-K through secondary education. Federal monies budgeted for pre-K through secondary education must be expended solely and equitably for public education at the pre-K through secondary level. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. (83, 99)

A-14. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. Whenever there is a redirection of resources from military purposes, the Association supports a policy of economic conversion to facilitate the orderly redirection of such resources to alternative civilian uses, including education. (85, 97)

A-15. Financial Support of Public Education

The National Education Association believes that public education must be supported from public tax sources. The Association also believes that—

a. An increasing portion of public funds should be for direct instruction of the student.

b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

g. Provisions must be made for research, development, implementation, continuation, and improvement in education practices. Funding must be included for resources such as personnel, time for staff planning, training and professional development, facilities, equipment, and materials.

h. State and federal mandates affecting public education programs must be accompanied by adequate funding.

i. School trust lands should be used productively for the maximum benefit of public school students. Such trust lands must be administered with the generation of funds for public education as a primary goal. State school trust funds should be fairly compensated by the federal government for school trust lands included in national parks, monuments, or wilderness areas.

j. Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, and sexual orientation stereotypes in the public schools.

k. Public funds must not be expended for any materials used to promote race, gender, or sexual orientation stereotypes and/or bias.

l. Public funds must not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

m. Categorical funding must be assured in areas such as special education, bilingual/English as a second language, class size reduction, and the economically/educationally disadvantaged.

n. Any institution, agency, or individual receiving financial aid from federal, state, or local governments must adhere to all applicable state and federal laws, rules, and regulations.

The Association opposes the use of public revenues for private, parochial, or other nonpublic pre-K through 12 schools. (77, 99)

A-16. Financial Support for Postsecondary Education

The National Education Association supports the maintenance and expansion of funding for post-secondary education, including programs of institutional and scholar support, research grants, support for the historically Black and developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue postsecondary education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association also believes that need-based student financial assistance should be available through all postsecondary education institutions as well as governmental agencies. (86, 98)

A-17. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association also believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that our national economic well being is dependent upon the expansion of the highest quality research and training in our professional and graduate schools as well as the recruitment and training of a diverse and highly skilled workforce.

The Association believes that academic freedom applies to research and the dissemination of research results. (85, 96)

A-18. Federal Impact Aid

The National Education Association supports funding to maintain quality education for students in school districts impacted by federal policies, lands, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 94)

A-19. Education of Refugee Children and Children of Undocumented Immigrants

The National Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education in an environment free from harassment. The Association also believes that the determination of legal residency status is the responsibility of the Immigration and Naturalization Service, not of educational systems or their employees. (80, 97)

A-20. Extracurricular Funding

The National Education Association believes that every public school student must have an opportunity to participate in school sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. Funding should be equitably distributed between athletic and non-athletic extracurricular activities. The Association also believes that extracurricular fundraising is not an acceptable substitute for district funding of extracurricular activities. (75, 96)

A-21. Educational/Economic Stability of States

The National Education Association believes that the educational well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association also supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 93)

A-22. Tax Reform

The National Education Association supports tax reform and believes that it should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to education employees and educational needs. (78, 96)

A-23. Financial Crisis

The National Education Association believes that free public education is in a financial crisis. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. The Association also believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 94)

A-24. Educational Bureaucracy

The National Education Association believes that expanding the educational bureaucracy severely limits optimal classroom instruction. Affiliates should work toward a teacher-led educational system that will reduce bureaucracy. (77, 96)

A-25. Improving Neglected Educational Facilities

The National Education Association believes that because many educational facilities are in a state of crisis, as evidenced by decay, neglect, and continuing deterioration, such institutions must be provided

with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association also believes that the community, parents/guardians/caregivers, students, and education employees must be effectively involved in designing programs to implement positive change. (69, 99)

A-26. Charter and Nontraditional Public School Options

The National Education Association supports innovation in public education. The Association believes that when concepts such as charter schools and other nontraditional school options are proposed, all affected public education employees must be directly involved in the design, implementation, and governance of these programs.

The Association also believes that plans should not negatively impact the regular public school program and must include adequate safeguards covering contract and employment provisions for all employees, voluntary participation, health and safety standards for all students and employees, nondiscrimination and equal educational opportunity, staffing by licensed education professionals, and financial responsibility. Programs must be adequately funded, must include start-up resources, must not divert current funds from the regular public school programs, and must contain appropriate procedures for regular periodic assessment and evaluation, as well as adequate attendance and record-keeping procedures. (93, 99)

A-27. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: privatization, performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that proposals that would allow or foster the flow of public monies to private, parochial or sectarian schools; the resegregation of the schools; a selectivity in admissions; the employment of unlicensed or uncertified educators; and a weakening of collective bargaining protections are detrimental to the health and well-being of the public schools and should be defeated.

The Association further believes that tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. The Association believes such programs should be monitored to prevent such abuses. (74, 97)

A-28. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association also believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and to en-hance excellence in each local public school district.

The Association continues to support alternative programs for specific purposes in the public schools. (89)

A-29. Voucher Plans and Tuition Tax Credits

The National Education Association believes that voucher plans and tuition tax credits or funding formulas that have the same effect—under which pre-K through 12 nonpublic school education is subsidized by tax monies—undermine public education, reduce the support needed to adequately fund public education, and have the potential for racial, economic, and social segregation of children. The Association opposes all attempts to establish and/or implement such plans. (70, 96)

A-30. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association encourages the creative and innovative use of media for improving instruction. It is essential that teachers or their designees have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association also believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. The Association also urges the continuation of local, state, and federal financial support for public broadcasting. (81, 96)

A-31. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A-32. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and supports the development of programs that recognize and deal with rural needs. The Association recognizes that equal per pupil funding may not provide equal education. The Association also believes in equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location, density of population, or consolidation of rural schools. (76, 97)

A-33. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A-34. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association also believes that all dependents of U.S. government employees overseas and in Section VI schools should be afforded the opportunity to attend such schools and is unalterably opposed to any attempt by Congress to privatize any of these federal schools. (80, 95)

B. Advance The Cause Of Education For All Individuals

B-1. Early Childhood Education

The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association also supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents/guardians/caregivers, the preschool staff, and the public school staff. The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association also believes that early childhood education programs should include a full continuum of services for parents/guardians/caregivers, and children, including child care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the physical, social, mental, and emotional health and nutritional needs of children.

The Association further believes that early childhood education programs should maintain small group size with appropriate staff/child ratios for each age. These programs must be staffed by the appropriate ratio of teachers, administrators, and support staff who are prepared in early childhood education and child development. When two half-day sessions are taught by one teacher, that total class load (for both sessions) should not exceed the number of students in a first-grade class. Males should be encouraged and recruited to enter and be actively involved in early childhood education. Preparation programs for staff should lead to credentials consistent with the educational standards in each state.

The Association believes that full-day, every-day kindergarten programs should be fully funded by the state.

The Association recognizes the importance of parental involvement in a child's development. The Association further supports the provision of training programs that prepare parents/guardians/caregivers to take an active role in the child's education. These programs should provide an awareness of the expectations that will be placed on the child as well as familiarization with new policies and procedures that the child will experience in the new environment.

The Association also believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs must be available to all children on an equal basis and should include mandatory kindergarten with compulsory attendance.

The Association supports regulations requiring children starting kindergarten to have reached age five at the beginning of a kindergarten program.

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists. (75, 99)

B-2. Independent Reading Skills

The National Education Association believes that it is critical that children become independent readers in the lower elementary grades for them to succeed in school and life. Resources must also be provided to each school to assist students who are not reading at grade level. (98, 99)

B-3. Middle School and Junior High Programs

The National Education Association recognizes the academic, personal, and special needs of the early adolescent or middle school learner.

The Association encourages development of a curriculum that establishes realistic academic challenges that foster positive self-esteem.

The Association also encourages the development of guidance and counseling programs that stimulate parental and community involvement, and promote health services. (76, 99)

B-4. High School Diploma/Equivalency

The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent. The Association also believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation.

The Association further believes that high school equivalency testing can be misused and have a negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon achievement record, ability, and age and should be developmentally appropriate for the student. (76, 95)

B-5. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association also supports access to postsecondary programs for all qualified students without regard to age, gender, sexual orientation, disability, race, military registration status, or ability to pay. The Association also believes that postsecondary institutions should not penalize degree-holding students who return to upgrade or develop new skills.

The Association further supports fully funded, guaranteed student loan and grant programs, including fully funded health care insurance. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents'/guardians'/caregivers' ability to contribute financially.

The Association further believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees.

The Association believes that all courses must be offered with sufficient frequency and with a sufficient number of sections to enable students to graduate within the time prescribed for each program. (80, 99)

B-6. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size.

The Association also believes in an optimum class size of fifteen students in regular programs and a proportionately lower number in programs for students with exceptional needs. Class size maximums must be based on the type of students, subject area content, physical facilities, and other criteria. Weighted class size formulas should be implemented to reflect the inclusion of exceptional students. State departments of education should collect and report class size data that reflect the class size experienced by most students. (82, 97)

B-7. Diversity

The National Education Association believes that a diverse society enriches all individuals. Similarities and differences among races, ethnicity, color, national origin, language, geographic location, religion, gender, sexual orientation, age, physical ability, size, occupation, and marital, parental, or economic status form the fabric of a society.

The Association also believes that education should foster an appreciation of and increase tolerance and acceptance of the various qualities that pertain to people as individuals or members of a group.

The Association further believes in the importance of observances, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and individuals.

The Association encourages affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (95, 99)

B-8. Racial Diversity Within Student Populations

The National Education Association believes that a racially diverse student population is essential for all elementary/secondary schools, colleges, and universities to promote racial acceptance, improve academic performance, and foster a robust exchange of ideas. The Association also believes that a racially diverse student population may not be achieved or maintained in all cases simply by ending discriminatory practices and treating all students equally regardless of race.

The Association further believes that, to achieve or maintain racial diversity, it may be necessary for elementary/secondary schools, colleges, and universities to take race into account in making decisions as to student admissions, assignments, and/or transfers. (99)

B-9. Racism, Sexism, and Sexual Orientation Discrimination

The National Education Association believes in the equality of all individuals. Discrimination and stereotyping based on such factors as race, gender, immigration status, disability, ethnicity, occupation, and sexual orientation must be eliminated.

The Association also believes that plans, activities, and programs for education employees, students, parents/guardians/caregivers, and the community should be developed to identify and eliminate discrimination and stereotyping in all educational settings. Such plans, activities, and programs must—

a. Increase respect, understanding, acceptance, and sensitivity toward individuals and groups in a diverse society composed of such groups as American Indians/Alaska Natives, Asians and Pacific Islanders, Blacks, Hispanics, women, gays and lesbians, and people with disabilities

b. Eliminate discrimination and stereotyping in the curriculum, textbooks, resource and instructional materials, activities, etc.

c. Foster the use of nondiscriminatory, nonracist, nonsexist, and nonstereotypical language, resources, practices, and activities

d. Eliminate institutional discrimination

e. Integrate an accurate portrayal of the roles and contributions of all groups throughout history across the curriculum, particularly groups who have been underrepresented historically

f. Identify how prejudice, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society

g. Eliminate subtle practices that favor the education of one student over another on the basis of race, ethnicity, gender, disability, or sexual orientation

h. Encourage all members of the educational community to examine assumptions and prejudices that might limit the opportunities and growth of students and education employees

i. Offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse education employees in our public schools.

The Association encourages its affiliates to develop and implement training programs on these matters. (96, 99)

B-10. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents/guardians/caregivers, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that funding for American Indian/Alaska Native education must provide for improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association believes in efforts that provide for—

a. Involvement and control of the education of American Indian/Alaska Native students by their parents/guardians/caregivers, communities, and educators

b. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

c. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

d. Protection and maintenance of the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe

e. Recognition of American Indian/Alaska Native educators as role models

f. Involvement of American Indians/Alaska Natives in professional development programs dealing with cultural pluralism and Native values

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students

i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

j. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students

k. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

l. Dissemination of information and programs that include the values, heritage, language, culture, and history of American Indians/Alaska Natives

m. Control of Native lands by American Indians/Alaska Natives. (76, 99)

B-11. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents/guardians/caregivers, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association believes in efforts that provide for—

a. Programs establishing appropriate educational opportunities for Hispanic students

b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics

c. Recognition of Hispanic educators as role models

d. Hiring and promotion of Hispanic educators at all levels of the education profession

e. The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students

f. English proficiency programs that a redesigned to meet the language needs of Hispanic students

g. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 99)

B-12. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Islander children require the development of programs that preserve the rich heritage of their cultures.

The Association believes in efforts that provide for the—

a. Preservice and continuing education of teachers

b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Pacific Islander students

c. Education of Asian and Pacific Islander adult refugees

d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Pacific Islanders

e. Recognition of Asian and Pacific Islander educators as role models.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Islander heritage and culture. (79, 97)

B-13. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents/guardians/caregivers, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association believes that the infusion of Black studies and/or Afrocentric curricula into the instructional program acknowledges the contributions of African Americans to history and Africa as an integral part of world history. The Association also believes that these curricula must show a correlation among social, historical, political, and economic developments and events regarding Africa, African-Americans, Europeans, and their descendants worldwide.

The Association further believes in efforts that provide for—

a. The preservation of Black heritage and culture

b. Funding of scholarships to facilitate the entry of Black students into the teaching profession

c. Recognition of Black educators as role models

d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the education profession

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. Dnglish proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

g. Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy rate among Black female students and encourage continued education, thereby increasing their participation in the work force

h. Development of athletic programs that promote educational excellence, not just athletic power

i. Opposition to the resegregation of the public schools through special classes

j. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American. (81, 99)

B-14. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or gender must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88, 93)

B-15. Equal Opportunities Through Mathematics and Science Education

The National Education Association believes that mathematics and science education provide women and minorities access to equal opportunities and equitable treatment for employment in mathematics and science-related careers.

The Association supports the development and maintenance of gender-free and culturally unbiased mathematics and science programs. The Association encourages the recruitment of females and minorities to enroll and participate actively in mathematics and science courses and to become professionals in those fields. (92, 99)

B-16. Left-Handed Students

The National Education Association believes that the needs of all students, including left-handed students, should be met. The Association also believes that appropriate governing agencies should provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students.

The Association strongly recommends preservice preparation and staff development for education employees that present strategies for handwriting instruction of left-handed students. Such training should also address sensitizing instructional staff to the needs of left-handed students. (79, 99)

B-17. Education of Migrants

The National Education Association believes that migrant workers and their children are entitled to educational opportunities that address their diverse and unique educational needs.

The Association advocates the implementation of bilingual/bicultural and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 96)

B-18. Equity for Incarcerated Persons

The National Education Association believes that incarcerated persons, regardless of gender, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (90)

B-19. Alternative Programs for At-Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students, prekindergarten through adult. The Association recommends early and appropriate identification and placement of these students. Teachers and administrators should receive necessary training in diagnostic processes and alternative methods of teaching and learning. Appropriate training should be provided to educational support staff also.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

In higher education settings, faculty and educational support personnel who are working with special needs students should be provided with appropriate resources to accommodate these students' special requirements.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 97)

B-20. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association also believes that educators need training in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association further believes that training programs in gifted and talented education must be provided for all appropriate education employees to ensure support for such programs.

The Association urges local and state affiliates to encourage the development and implementation of such programs and methods to ensure that these special need areas are met. (80, 99)

B-21. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that provide equal opportunity to all students, regardless of their primary language. Programs for LEP students should emphasize English proficiency while concurrently providing meaningful instruction in all other curriculum areas.

The Association also believes that LEP students should be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Students should not be enrolled in special education classes solely because of linguistic differences.

The Association further believes that model bilingual education programs, in which language minority students demonstrate an increase in English language acquisition and academic achievement throughout the grade levels, should be promoted and supported at the federal, state, and local levels. Further, the Association advocates full funding of all instructional materials, resources, and programs for LEP students as well as professional development programs for education employees who work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct LEP students.

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 99)

B-22. Speakers of Nonstandard English

The National Education Association believes that students who enter school as speakers of nonstandard dialects are learners with unique needs, and these needs must be provided for in the overall program in each local school district. The Association also believes that programs for these students must provide equal opportunity, should emphasize proficiency in standard English that provides them the opportunity to succeed in all aspects of daily life, and should concurrently provide meaningful instruction in all other curriculum areas. The Association advocates programs that begin with the linguistic proficiencies demonstrated by entering students, and build a program from that starting point.

The Association further believes that, in all cases, the students' linguistic and/or cultural backgrounds must be respected within the school setting. Under no circumstances should students who speak nonstandard dialects be enrolled in special education classes solely because of linguistic differences. (97)

B-23. Education for All Students with Disabilities

The National Education Association supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher and parent/guardian/caregiver involvement. There must be a full continuum of placement options and services/delivery models available to students with disabilities. In order to implement federal special education legislation effectively, the Association recognizes that:

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and students without disabilities.

b. Student placement must be based on individual needs rather than on available space, funding, or local philosophy of a school district, must be examined on a regular basis to ensure appropriateness, and should not be made disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to facilitate such placement.

c. Regular and special education classroom teachers must have a major role in determining an individual education program (IEP) and the appropriateness of educational methods, materials, professional development, and supportive services and must receive a copy of the IEP.

d. Regular and special education teachers, pupil personnel staff, administrators, educational support personnel, and parents/guardians/caregivers must share in planning and implementing the IEP. Prior to implementation, all necessary educational materials, professional development, and supportive services must be provided.

e. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

f. All impacted staff members must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and attached to the IEP.

g. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.

h. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

i. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each IEP.

j. All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, paraprofessionals, co-teachers, and special education teachers.

k. The student's IEP should not be used as criteria for the evaluation of education employees.

l. Communications must be maintained among all involved parties.

m. Staff must not be reduced.

n. All staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs.

o. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.

p. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.

q. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.

r. Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.

s. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

t. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.

u. Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.

v. Full funding must be provided by local, state, and federal governments. (78, 99)

B-24. Educational Programs for Adolescent Parents

The National Education Association believes that school districts must meet the educational needs of adolescent students who are parents or who are

about to become parents. Such students should not be discriminated against or denied equal educational opportunities.

The Association recommends programs for these students that include—

a. Flexible scheduling and attendance policies

b. Appropriate guidance in continuing/alternative education programs and productive employment

c. Development of self-esteem

d. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family planning, and parenting skills

e. On-site child care services

f. Free transportation. (87, 99)

B-25. Homebound Instruction

The National Education Association believes that homebound students must receive instruction that follows the regular curriculum. This instruction must be implemented, documented, monitored, and assessed by a licensed teacher. The Association also believes that credits earned through such homebound instruction should be accepted toward promotion and/or graduation requirements. (88, 98)

B-26. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed educators. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88, 93)

B-27. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association also believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.

The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations. (80, 91)

B-28. Education Through Service Learning and Community Service

The National Education Association believes that learning through voluntary community service should be encouraged as an integral part of a student's education. Participation by students in community service and service learning programs may be required for high school graduation or made available for elective credit. The Association also believes that school districts should work with community groups to provide students with the opportunity to participate in such programs.

Education employees who supervise students involved in these programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals. Participation of education employees in such programs should be on a voluntary basis. (90, 97)

B-29. Junior Reserve Officer Training Corps

The National Education Association believes that the Junior Reserve Officer Training Corps programs, which exist within the public schools, must meet all local and state educational standards and policies, including the employment of fully licensed teaching personnel. Such programs shall be subject to and conform to the provisions of the collective bargaining agreement. Any programs that currently do not meet said conditions shall be brought into compliance. (97, 98)

B-30. Multicultural Education

The National Education Association believes that multiculturalism is the process of valuing differences and incorporating the values identified into behavior for the goal of achieving the common good. The Association also believes that multicultural education is a way of helping students perceive the cultural diversity of the United States so that they may develop pride in their own cultural legacy and awaken to the ideals embodied in the cultures of their neighbors. Multicultural education should promote the recognition of individual and group differences and similarities in order to reduce racism, ethnic prejudices, and discrimination and to develop self-esteem as well as respect for others.

The Association further believes that multicultural education encompasses at least three things: an idea or concept, an educational reform movement, and a process. As an idea or concept, multicultural education assumes that all students can learn. As an educational reform movement, multicultural education seeks to develop an entire school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). As a process, the development of a multicultural school environment is ever evolving and ongoing. (81, 98)

B-31. Global Education

The National Education Association believes that global education increases respect for and awareness of the earth and its people. Global education imparts information about cultures and an appreciation of our interdependency in sharing the world's resources to meet mutual human needs.

The Association also believes that curriculum and instruction about regional and international conflicts must present a balanced view, include historical context, and demonstrate relevancy and sensitivity to all people. The achievement of this goal requires the mastery of global communication and development of an appreciation of the common humanity shared by all peoples.

The Association further believes that the goal of appreciation of and harmony with our global neighbors depends on a national commitment to strengthening the capability of the educational system to teach American children about the world. (95, 98)

B-32. Foreign/World Language Education

The National Education Association believes that foreign/world language instruction is a vital part of the total educational process. Students must be offered the opportunity to learn other languages early in their educational experience.

The Association supports the maintenance of current programs and the further encouragement and development of foreign/world language instruction and international studies at all educational levels.

The Association recognizes the need for teacher preparation programs for foreign/world language teachers and supports teacher and student exchange programs. (81, 99)

B-33. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, responsible, productive citizens. To achieve this goal, career education must be interwoven into the total educational system and should include programs in gender-free career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences for students.

The Association also believes that educational programs for all students should be developed that enhance self-esteem, assure equal opportunity for career development, and offer exploratory experiences in a variety of careers. (76, 98)

B-34. Vocational-Technical Education

The National Education Association believes that preparation of students for vocational-technical jobs should be the responsibility of secondary and higher education in collaboration with labor and business. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students at all levels. Vocational-technical education should provide a comprehensive program of lifelong learning for the training, advancement, and promotion of all students.

The Association supports vocational-technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These vocational-technical courses should be coordinated and integrated with traditionally academic courses. These integrated programs should be combined, when appropriate, with cooperative efforts on the part of educators and industrial and business leaders to provide school-to-work experiences for students. Organized vocational-technical education programs offer a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current and emerging occupations. Such programs shall include competency-based applied learning that contributes to an individual's academic knowledge; higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

The Association also believes that adequate resources must be provided for educators to maintain, enhance, and expand quality vocational-technical education programs, to procure up-to-date equipment and materials for those programs, and to prepare students for a highly technical work environment. The Association further believes that the involvement of education employees, private sector employment and training program personnel, and the labor and business communities is essential to the development of quality vocational-technical education programs. (76, 99)

B-35. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association also believes that fine arts transcend cultural barriers, foster multicultural understanding, and enhance critical thinking skills. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction for all students taught by a licensed specialist in a facility or room designed and equipped for that purpose. Resources must be provided to maintain and upgrade materials and provide for emerging technologies.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in the curriculum. (80, 96)

B-36. Physical Education

The National Education Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association also believes that a comprehensive program of physical education should be provided daily in grades pre-K through 12 in or on facilities designed for that purpose. Physical education programs and curricula should follow national standards, should be developmentally appropriate, sequential, cooperative in nature, and culturally sensitive, and should—

a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic movement; and related concepts and knowledge

b. Assess students, including physical fitness testing, at least twice a year as a culmination of preparatory activities

c. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities

d. Be taught by teachers licensed in physical education. (91, 99)

B-37. Family Life Education

The National Education Association recognizes the myriad family structures in society and the impact of these family structures and other close personal relationships on the quality of individual lives and upon society. The Association also recognizes the importance of education in the maintenance and promotion of stable, functional, healthy families and the emotional, physical, and mental health of people within these families.

The Association believes that programs should be established for both students and parents/guardians/caregivers and supported at all educational levels to promote—

a. The development of self-esteem and positive self-concept in individuals of all ages in various family roles

b. Learning and practicing positive interpersonal communication skills and conflict resolution

c. Education in human growth and development

d. Positive parenting techniques that include strategies to deal effectively with violent behavior

e. An understanding of societal issues and problems related to children, spouses, parents/guardians/caregivers, older generation family members, and other family members.

The Association also believes that education in these areas must be presented as part of an antibiased, culturally sensitive program. (94, 99)

B-38. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent/guardian/caregiver orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association also believes that to facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information and knowledge about sexuality and encourages affiliates and members to support appropriately established sex education programs. Such programs should include information on sexual abstinence, birth control and family planning, diversity of culture, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from pre-teen and teenage pregnancies. (69, 99)

B-39. HIV/AIDS Education

The National Education Association believes that educational institutions should establish comprehensive human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. HIV/AIDS education must include education about all means of transmission, including unprotected sex and unsanitary methods of tattooing, body piercing, and intravenous drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decision-making skills to assist students in correlating health information and personal behavior is essential.

The Association also believes that proper implementation of these programs requires education employee training and input. These programs should be presented by properly licensed/trained personnel and should be planned with the input of parents/guardians/caregivers and other community representatives. (87, 99)

B-40. Lifesaving Techniques

The National Education Association believes that education employees and students should be trained in basic emergency lifesaving techniques. Such training should be included in both school curriculum and staff development. (82, 96)

B-41. Environmental Education

The National Education Association believes that the environment must be protected. The Association urges the establishment and maintenance of federal wilderness areas, recreational areas, refuge areas, and designated local green areas. The Association supports educational programs that promote—

a. The concept of the interdependence of humanity and nature

b. An awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. The protection of endangered, threatened, and rare species

d. The protection of the earth's finite resources

e. Solutions to such problems as pollution, global warming, ozone depletion, and acid precipitation and deposition

f. The use of reusable and recyclable products and discourage the use of disposable products

g. An understanding of energy, alternative energy sources, and energy conservation

h. The use of disposal methods that do not contaminate the environment

i. The recognition of and participation in such activities as Earth Day, Arbor Day, and Energy Education Day

j. The understanding of the value of the world's ecosystems.

The Association also urges its affiliates to support environmental programs in school systems and educational institutions and supports legislation and local policies that ensure a safe and healthy environment. (73, 98)

B-42. Democracy and Citizenship Education

The National Education Association believes that democratic ideals should be practiced as part of the total education process. The following concepts should be an integral part of the curriculum within public schools and other educational institutions:

a. The dignity and worth of the individual

b. Due process of law

c. Rule of the majority tempered by respect for minority rights

d. Individual responsibility

e. Equal justice under the law

f. Civil liberties as guarantors of individual rights

g. One-person—one-vote

h. Active citizen participation in all aspects of public affairs.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 98)

B-43. Labor Movement Education

The National Education Association believes that the struggles of working men and women to establish unions and the influence of the labor movement on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88, 96)

B-44. Metric System

The National Education Association believes in the adoption of the International System of Units (SI metric system). The Association advocates that the SI system be taught at all educational levels. (69, 96)

B-45. Accurate United States Maps

The National Education Association believes that all visual representations using maps of the United States should depict all fifty states and Puerto Rico in their correct geographic location and relative size. (95)

B-46. Driver Education

The National Education Association believes that driver education courses that include both classroom and behind-the-wheel experiences should be part of the education of all students and should be taught by teachers licensed in driver education. (80, 98)

B-47. Education on Peace and the Dangers of Nuclear Proliferation

The National Education Association believes that age-appropriate instructional materials on the establishment of peace and the understanding of nuclear proliferation need to be developed. These materials should include activities dealing with peaceful resolution of conflict, the effects of nuclear weaponry, strategies for disarmament, and methods to achieve peace.

The Association also believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 97)

B-48. Genocide

The National Education Association deplores any act of genocide, which is the deliberate and systematic eradication of a racial, political, cultural, ethnic or religious group. Acts of genocide must be acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its occurrence, and preclude its recurrence. (93, 99)

B-49. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 93)

B-50. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (85, 90)

B-51. Discipline

The National Education Association believes that a safe and orderly environment, in which students are treated with dignity, will provide them with a positive learning experience. Effective disciplinary procedures enhance high expectations and quality instruction, thereby promoting self-control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment.

The Association promotes the study, development, and funding of a variety of effective discipline procedures. The Association also believes that its local affiliates, in conjunction with other stakeholders, should develop guidelines for effective disciplinary techniques. The Association further believes that governing boards, in conjunction with local affiliates, parents/guardians/caregivers, students, staff, and community members, should develop policies and standards that provide the necessary administrative support to education employees for the maintenance of a positive, safe school environment.

The Association condemns the misuse of discipline as a means of excluding students from the school setting until other methods of behavioral intervention have been exhausted. This does not preclude the removal of the offender from the school setting to protect other students and education employees. Disruptive students should not be placed in vocational, technical, unified arts, or special education classes solely for the purpose of solving disciplinary problems. The Association believes that corporal punishment should not be used as a means of disciplining students. (75, 99)

B-52. Conflict Resolution Education

The National Education Association supports the use of proven conflict-resolution strategies, instructional materials, and activities in the curriculum, for classroom procedures, on the playground, and at school-sponsored extracurricular activities to encourage nonviolent resolution of interpersonal and societal conflicts.

The Association encourages the development of programs to train education employees in methods of nonviolent conflict resolution. In addition, the Association recommends the use of conflict resolution processes to resolve disputes and disagreements between and among all education employees so that they can model these processes. (86, 97)

B-53. Standards for Student Learning

The National Education Association believes in high standards that describe clear expectations for what students should know and be able to do. Throughout the implementation of content and performance standards, all students must be provided the instructional opportunities and learning conditions necessary to attain the standards. The Association supports the development and use of assessments appropriate to the standards.

The Association also believes that state and local affiliates must participate in the planning, development, implementation, and refinement of standards, conditions, and assessments to ensure that—

a. Students, parents/guardians/caregivers, education employees, community members, and governmental officials are involved and share the accountability

b. Education employees are afforded released time and/or compensation in order to have opportunities to work with colleagues on a regular basis throughout the school year on how to teach and assess student proficiency in the standards

c. Full funding and resources are provided

d. Curriculum includes, but is not limited to, required standards. Standards are introduced into the curriculum at a rate that allows education employees opportunities to adapt their practice, work with each other, and pilot the work in a concerted fashion

e. Assessments will be used to evaluate each student's progress toward attaining standards

f. Appropriate attention is given to the needs and developmental levels of each student

g. Professional development is provided for all education employees to help align their practices to the standards

h. Education employees participate in the review and refinement of standards and assessments. (97, 99)

B-54. Assessment of Student Learning

The National Education Association supports ongoing comprehensive assessment of student growth. A student's level of performance is best assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the primary purposes of assessment are to—

a. Assist students and their parents/guardians/caregivers in identifying the student's strengths and needs

b. Encourage students to become lifelong learners

c. Measure a program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies

d. Develop appropriate learning experiences for students.

The Association also believes that no one measure should be used to determine a student's performance. Teachers should utilize a variety of measures to accurately assess student growth. All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, and be free of cultural, racial, and gender biases.

The Association further believes that classroom teachers must be involved in the development of assessment systems and are best qualified to determine the criteria for assessment of students and dissemination of results. (81, 99)

B-55. Standardized Testing of Students

The National Education Association believes that standardized tests should only be used to improve the quality of education and instruction for students. Standardized tests are most useful when selected by educational professionals closest to the classroom and integrated with assessment information specific to local programs. Affiliates should advocate the design and use of a variety of developmentally appropriate assessment techniques that allow necessary accommodations, modifications, and exemptions and are bias-free, reliable, and valid. When a test is mandated at the state or the national level, it should only be used to evaluate programs toward meeting state or national standards and/or goals.

The Association opposes the use of standardized tests when—

a. Used as the criterion for the reduction or withholding of any educational funding

b. Results are used inappropriately to compare students, teachers, programs, schools, communities, and states

c. Used as a single criterion for high-stakes decision making

d. They do not match the developmental levels or language proficiency of the student

e. Student scores are used to evaluate teachers or to determine compensation or employment status

f. Programs are specifically designed to teach to the test.

The administration of a standardized test includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results, and the accurate interpretation of conclusions. (78, 99)

B-56. Student Assessment Programs in Higher Education

The National Education Association believes that student assessment programs in higher education, properly designed and administered, can be crucial tools for diagnosing student and institutional needs, improving instruction and counseling services, and designing long-range plans. The Association also believes that such student assessment programs in higher education should—

a. Be designed institutionally rather than by the state

b. Be planned, designed, implemented, and evaluated by faculty

c. Be implemented in accordance with collective bargaining contracts where such contracts exist

d. Be sufficiently flexible to accommodate the cultural, economic, and linguistic diversity among students

e. Provide tests appropriate for students with identified learning disabilities

f. Provide faculty with information to improve individual student learning styles and aptitude.

The Association supports student assessment programs in higher education only if—

a. They are accompanied by adequate funding for remedial programs and advisement

b. Remedial programs are designed and provided to meet the deficiencies identified through assessment

c. Advisement is designed and provided to link the remediation of individual students to the completion of their degree, certificates, or other appropriate courses of study.

The Association strongly opposes—

a. The use of student assessment programs to deny access to, or exclude students from, educational opportunities

b. The use of any single test to deny access to regular credit classes

c. The use of student assessment programs for the purpose of evaluating faculty, academic programs, or institutions. (95, 97)

B-57. School Libraries/Media Programs

The National Education Association believes every student must have a comprehensive library/media program within his or her educational setting. This program should include printed and nonprinted resource materials, instruction in library research and information skills, necessary technology, certificated librarians/media specialists, and educational support personnel. (80, 92)

B-58. Information Literacy

The National Education Association believes that equity must be assured as public education works to meet the critical need to prepare all students to become information-literate adults and responsible citizens.

The Association encourages federal funding specific to library/media programs, increased funding from state and local government sources, and public/private partnership funding to stimulate and support the efficient use of existing and emerging technologies and to provide for equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints. (92, 94)

B-59. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, balanced, and accurate presentations to the public. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure. Visual media, including the Association's, should include closed captioning for the hearing impaired and read-along captions on children's commercial and educational programs. (69, 97)

B-60. Technology in the Educational Process

The National Education Association believes that technology in the educational process improves the learning opportunities for students, improves the quality of instruction, and improves the effectiveness of education employee. Technology can provide opportunities to reduce educational inequities.

The Association supports increased federal, state, and local resources, along with public/private partnerships, to fully fund equipment purchases/leases/upgrades, maintenance, technical support, training, evaluation, and staffing to support the full use of technology in public schools and public colleges and universities.

The Association also believes that—

a. Education employees must have access to necessary technology for managing and advancing instruction. Such technology must be compatible with and on at least the same level as technology in general use outside education. Further, education employees should be provided training, encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into the curriculum.

b. Education employees, including representatives of the local affiliate, must be involved in all aspects of technology utilization, including planning, materials selection, implementation, and evaluation. Additional preparation time and ongoing technological support must be granted to teachers using technology to enrich their instruction. Further, classroom teachers, higher education faculty, and library/media specialists must have collaborative planning time.

c. Teacher preparation in instructional technology, including the development of effective materials, and appropriate instructional strategies must be included in college and university programs.

d. Ongoing professional development must be provided for education employees in the use, integration, and applications of technologies to enhance instruction.

e. Students must have access to and instruction in technology and the responsible use of technology. Further, there must be equity in training, funding, and participation for all students.

f. Instructional technology should be used to support instruction and must be directed by a licensed teacher.

g. Instructional technology should be used to support instruction, but no reduction of positions, hours, or compensation should occur as a direct or indirect result of any technological programs.

h. The evaluation of education employees in any technological program should be conducted openly, be tailored to the medium, and meet the requirements of the local collective bargaining agreement or evaluation policy.

i. The impact of technology, telecommunications, and distance education on education employees should be subject to local collective bargaining agreements.

j. Education employees' participation in distance education must be mutually established in employer policies, locally negotiated agreements, and/or other sources that establish the terms and conditions of employment for education employees. (81, 99)

B-61. Internet Access

The National Education Association believes that every school classroom, office, teacher workroom, and library/media center should have affordable, high-speed, seamless, and equal access to the Internet.

The Association also believes that education employees are essential to the development of an acceptable use policy (AUP) and to the appropriate use of the Internet.

The Association further believes that an AUP that requires the signatures of parents/guardians/caregivers and students must be in place before allowing student access.

The Association believes that Internet access and activities should be age appropriate and monitored and should foster critical use. Any documentation material produced as a result of Internet access should be properly cited and comply with copyright laws. (93, 99)

B-62. Distance Education

The National Education Association believes that quality distance education can create or extend learning opportunities not otherwise available to all students.

The Association also believes that, to ensure quality, distance education courses must—

a. Be at least as rigorous as similar courses delivered by more traditional means

b. Meet accreditation standards

c. Have content that is relevant, accurate, meets state and local standards, and is subject to the normal processes of collegial decision making

d. Meet the objectives and requirements outlined in the official course description

e. Have student/faculty ratios that ensure the active engagement of students and high academic achievement

f. Have appropriate procedures mutually agreed upon by the instructor and the institution for evaluation and verification that the student is submitting his/her own work

g. Have instructors whose qualifications are the same as those of instructors teaching in traditional classes and who are prepared specifically and comprehensively to teach in this environment

h. Be integrated into the mission and consistent with the overall offerings of the institution

i. Provide fair use exemptions for participants' access to copyrighted materials for educational purposes.

The Association further believes that the institution offering the courses must provide—

a. Adequate infrastructure

b. Appropriate facilities and equipment

c. Libraries and laboratories as needed

d. Adequate support and technical personnel on or off campus.

The Association believes that the rights of the education employees delivering and monitoring the courses must be protected through the normal process of collegial decision making and, when relevant, collective bargaining. The intellectual property rights of instructors should be protected and should include the introduction, use, and impact of distance education as well as the revenue, revision, reuse, and duration of the courses.

The Association also believes that the rights of the students taking the courses must be protected. These rights must include, but not be limited to—

a. Appropriate equipment, technical support, libraries, and laboratories

b. Appropriate student services

c. Accurate course descriptions and expectations prior to enrollment

d. Individualized interaction with their instructor

e. Opportunities for appropriate student-to-student interaction. (97, 99)

B-63. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing-impaired students and will help hearing students communicate with hearing-impaired students.

The Association also believes that the American Sign Language (ASL) should be offered as a foreign/world language elective credit at both high school and college levels. (74, 97)

B-64. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

B-65. Transfer of Student Records

The National Education Association supports the development of an effective process for the transfer of student records. This process must expedite confidential informational exchanges between schools when students transfer, protect the rights of students, and facilitate the continuity of their education.

The Association believes that the school and education employees who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (80, 97)

B-66. Classroom Use of Animals

The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.

The Association urges that teachers encourage compassion and respect for all living things. (89)

B-67. Home Schooling

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet all state requirements. Home schooling should be limited to the children of the immediate family, with all expenses being borne by the parents/guardians/caregivers. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association also believes that home-schooled students should not participate in any extracurricular activities in the public schools.

The Association further believes that local public school systems should have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting. (88, 99)

C. Promote The Health And Welfare Of Children And/Or Students

C-1. Health Care for All Children

The National Education Association believes that every child should have direct and confidential access to comprehensive health care.

The Association also believes that such health care should be provided by properly licensed physicians and by other properly licensed health professionals.

The Association further believes that legislation should be adopted to provide comprehensive health care to all children. (90, 97)

C-2. Nutrition

The National Education Association believes that proper nutrition is essential to child development and student success. The Association also believes that proper nutrition must be a part of prenatal care and must continue throughout life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition.

The Association further believes school food service programs must be nutritionally sound, appealing, and affordable. The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and are supported by public funds.

The Association believes that changes in the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service as well as support additional funding, given projected increases in population and need. (90, 97)

C-3. Substance Abuse

The National Education Association opposes drug abuse, including alcohol and tobacco dependency.

The Association supports—

a. Standardization of drug laws, including the sale and distribution of drugs

b. Prohibition of the production, sale, and distribution of drug paraphernalia

c. Improvement of drug prevention and rehabilitation programs

d. Mandated drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance

e. Research on the genetic and neurological damage done to children through parental substance abuse and the impact on student learning and behavior

f. Appropriate educational experiences to educate students about the serious consequences of participating in any aspect of the illegal drug trade.

The Association also opposes the illegal use of drugs and substances and believes that severe penalties for illegal production, distribution, and sale should be strictly enforced.

The Association also supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association further supports strict enforcement of laws governing the sale of tobacco products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (72, 97)

C-4. Tobacco Products

The National Education Association believes that education employees should play a key role in nationwide efforts to educate young people about the dangers of tobacco use and second-hand smoke.

The Association also believes that all governmental promotion of, subsidies for, and involvement in production and distribution of tobacco products should cease.

The Association further believes that the following changes in the law should occur:

a. All places of public accommodation should be smoke-free.

b. All advertising of tobacco products beyond packaging should be banned.

c. Taxes on tobacco products should be increased. (94)

C-5. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment.

In the case of custodial and non-custodial parents, the Association recognizes the vital role both parents can play in the development of their children. The Association encourages the judicial system to recognize the crucial role both parents can play in that development when legally appropriate.

If a child's immediate family and/or extended family is unable to care for him or her, the Association believes that the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child.

The Association also believes that parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home.

The Association further believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (84, 96)

C-6. Dependent Children of Military Personnel

The National Education Association believes that parents serving in the military should have adequate services provided to ensure that their dependent children are cared for and an uninterrupted education is provided in the event of mobilization of the parent(s)/guardian(s)/caregiver(s). (91, 99)

C-7. Child Care

The National Education Association believes that all child care centers should have adequate facilities, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. Child care centers should be examined and monitored on a continuous basis, and additional legislation should be sought as necessary to maintain the highest quality child care.

The Association encourages school districts and educational institutions to establish on-site child care for preschoolers, students, the children of students, and the children of staff members. (84, 95)

C-8. Family/Domestic Violence

The National Education Association condemns any form of family/domestic violence and the tolerance thereof and believes the cycle of violence has a detrimental effect on students' well-being. School districts and communities should provide preventive training and educational programs for education employees, students, and parents/guardians/caregivers. The Association supports adequate funding and staffing of existing family services and the creation of additional support systems and shelters.

The Association also believes social services and the criminal justice system should continue to intervene actively in the cycle of family/domestic violence. (78, 99)

C-9. Standards for Family/Domestic Crisis Care

The National Education Association supports a full range of assistance from interventions to shelters for families experiencing domestic violence.

The Association advocates—

a. Services that include protection, counseling, and therapy for these children and families

b. Adequate financial support

c. Screening and training of potential foster families and shelter personnel

d. Immediate temporary foster care for children who are being abused, neglected, or exploited

e. Continued training, supervision, and evaluation of foster families and shelter personnel

f. Appropriate ongoing communications of pertinent information between social service agencies and education employees

g. Mandated counseling for persons committing physical and/or psychological violence. (92, 99)

C-10. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from the psychological and physical aspects of child abuse, neglect, and exploitation.

The Association urges its affiliates to—

a. Seek clear legal definitions of what constitutes child abuse, neglect, and exploitation

b. Encourage the development of programs that stress the identification of, reporting procedures for, legal responsibilities for, and techniques for dealing with abused, neglected, and exploited children

c. Cooperate with community organizations to increase public awareness and understanding of the prevalence as well as the causes, prevention, and treatment of child abuse, including neglect, exploitation, incest, and physical abuse

d. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

e. Require education employees to report to appropriate authorities instances of suspected child abuse, neglect, and exploitation while providing those employees with immunity from legal action

f. Encourage development of legislatively funded provisions for dealing with the abusive child, adult, or institution as well as processes, protective options, and coping provisions for the abused, neglected, and exploited child

g. Encourage enactment of legislation for protection of children from parents/guardians/caregivers who demonstrate neglect by leaving them unattended/unsupervised

h. Encourage positive action from the marketing and media professions in eliminating exploitation, commercialization, and glamorization of physical, emotional, and sexual child abuse. (74, 99)

C-11. Out-of-Home Placement of Juveniles

The National Education Association believes that when juveniles are removed from the home by the juvenile justice system either for their own protection or for the commission of a status offense and are placed in the custody of group foster homes or other custodial facilities, the rights of both the juvenile and the community must be protected. These facilities must be licensed, be operated by trained and licensed personnel, meet appropriate health and safety codes, and provide counseling and ancillary services for the juvenile, and be nonprofit.

The impact of facilities on the public schools should be taken into account by licensing agencies and zoning authorities.

The Association also believes that the school and education employees who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (92, 94)

C-12. Protection of Infants with Disabilities

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive reasonable medical care. (85, 93)

C-13. Child Support Payments

The National Education Association supports efforts of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to improve the effectiveness of collecting court-designated child support. (83, 93)

C-14. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people and urges active opposition to all such movements that are inimical to the ideals of the Association. (80, 93)

C-15. Telephone/Telemarketing Programs

The National Education Association believes that children should be protected from exploitive telephone and telemarketing programs and that electronic blocking devices should be available at no cost. (89, 96)

C-16. School Facilities: Design, Construction, and Function

The National Education Association believes that school facilities must be conducive to teaching and learning. The physical environment must allow for a variety of needs, including the number of students, physical characteristics of students, changes in teaching methods, presentation of instruction, and an increased use of school facilities. The Association also believes that all school facilities must be well constructed, energy-efficient, aesthetically pleasing, accessible, functional, and adaptable to persons with disabilities.

The Association further believes that the community, parents/guardians/caregivers, teachers, and educational support personnel must be involved through site-based, shared decision making in designing these facilities. Construction designs should incorporate original art.

The Association believes that stable and sufficient funding must be provided for the design, construction, maintenance, and operation of the school facility. (92, 99)

C-17. Safe School Environment

The National Education Association believes that all educational facilities must have good indoor air quality, be smoke-free, and be safe from environmental and chemical hazards.

School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and education employees.

The Association also believes in the establishment and enforcement of standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety.

The Association supports ongoing training and certification of education employees who work in potentially hazardous situations. This training must include proper handling, storage, and disposal of hazardous materials and instruction on Materials Safety Data Sheets (MSDS).

Additional health hazards should not be created when facilities are altered or repaired.

The Association further believes that school districts must post MSDS and OSHA standards. Students and/or their parents/guardians/caregivers, education employees, and the public should be notified of actual and potential hazards. All stakeholders should be involved in developing a plan for corrective action. (89, 99)

C-18. Programs Before and After School

The National Education Association believes that all children need adequate and appropriate adult supervision and guidance before and after school hours.

The Association also believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 95)

C-19. Prevention of Child Abduction

The National Education Association believes that all children should be protected from abduction. Programs to prevent abduction should be provided to education employees, students, parents/guardians/caregivers, and the community. School districts should have policies and procedures for the prevention of abduction. (84, 99)

C-20. Missing Children

The National Education Association believes that all available means must be utilized to locate missing children. The Association also believes that local and state affiliates should work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis.

The Association further believes that the voluntary fingerprinting of children should be conducted in a nonthreatening environment and that completed fingerprint cards should be given to the parent/guardian/caregiver. (81, 99)

C-21. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools. The Association also believes that local school districts should provide students with transportation for all school-related activities.

The Association further believes in safe and orderly transportation of students. Rules, regulations, and procedures must be developed, enforced, and constantly reviewed and revised to ensure it. Publicly employed school bus personnel should be utilized to transport students at all times. (77, 99)

C-22. Comprehensive School Health Programs and Services

The National Education Association believes that every child should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services must be interactive and coordinated within and between school, home, and community settings. School and community efforts must also be integrated to promote the well-being of children and youth and to build support for school and community health programs.

The Association also believes that schools should provide—

a. A healthful psychological climate and a safe physical environment

b. Food services that provide nutritious meals and support sound nutrition education that helps students to select nutritionally appropriate foods.

The Association further believes that programs in the schools should provide—

a. A planned, sequential, pre-K through 12 health education curriculum that integrates various health topics (such as drug abuse, violence, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health

b. A planned, sequential, pre-K through 12 physical education curriculum

c. Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include—

a. Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students

b. Services that identify, diagnose, and resolve learning disabilities

c. Health services provided by a licensed professional school nurse that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems, that provide first aid and triage of illness and injuries, and that provide health counseling

d. A nurse-to-student ratio at each site that is appropriate to provide quality school health care

e. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement school nurses

f. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use

g. Coordination with community agencies for support and follow-up activities.

The Association also believes that all services available to students must be provided by appropriately licensed and certificated professional personnel. The Association further believes that education employees, parents/guardians/caregivers, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of services.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and supports community, state, and national efforts to coordinate services. (69, 99)

C-23. School Counseling Programs

The National Education Association believes that guidance and counseling programs should be integrated into the entire education system pre-K through college. Such programs should be provided through a maximum counselor/student ratio of 1:250 by appropriately certified and/or licensed school counselors who have been trained to support students in realizing their full potential in all areas of growth and achievement. (87, 99)

C-24. Student Stress and Anger

The National Education Association believes that increasing mental, emotional, and environmental pressures result in drug and alcohol abuse, violence, vandalism, school dropouts, and suicide among children and youth.

The Association also believes stress and anger management programs, including follow-up support, that address the needs of children within both school and community settings, should be provided. Workshops to prepare education employees and parents/guardians/caregivers are necessary to help students deal with stress and anger. (80, 99)

C-25. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in public schools. An effective school has a positive environment in which education employees, students, and parents/guardians/caregivers communicate with, care for, respect, and trust each other and in which the school as an institution cares for, respects, trusts, and fosters an understanding among the people in it.

The Association also believes that education employees and students should be protected from all forms of harassment. Appropriate education must be given and timely action must be taken to ensure that harassment does not recur.

The Association further believes that due process must be guaranteed to all individuals accused of harassment. (87, 99)

C-26. Discipline, Order, and Safety Required for Learning

The National Education Association believes that all education employees, parents/guardians/caregivers, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe schools and orderly school environments. Students and education employees should be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment.

The Association also believes that both schools and school districts must have written discipline plans and procedures that are fair, equitable, and consistently enforced and procedures for the orderly conduct of school activities and events. The Association further believes that there must be written safety plans for emergencies such as fire, storm, medical crisis, and intruders. There should be procedures to prevent all types of harassment and to eliminate any harassment that might occur.

The Association believes that students must learn strategies and skills, including conflict resolution, that develop tolerance, self-discipline, and self-control. Students must also learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others. There should be appropriate services and placement within regular education and alternative education programs and/or with state and/or community agencies for students who disrupt the learning environment or who are dangerous to other students, education employees, and themselves.

The Association also believes that schools and school districts should provide programs dealing with child development, parenting skills, and strategies for dealing with disruptive students to parents/guardians/caregivers. (94, 99)

C-27. Support and Training for Parents/Guardians/Caregivers of Disruptive Students

The National Education Association believes that appropriate school behavior begins and is reinforced in the home. Parents/guardians/caregivers of children who are disruptive often need support and training in order to reduce negative behavior and increase student learning. Programs that provide assistance and training in child development, effective parenting skills, and strategies for dealing with disruptive students should be available for parents/guardians/caregivers. Schools can be instrumental in identifying and recommending strategies that can assist parents/guardians/caregivers. (96, 99)

C-28. Nonviolence in Schools

The National Education Association believes that education employees and students should be safe from physical, verbal, and psychological violence. The Association also believes that schools should provide appropriate services within the regular education program or develop appropriate alternative education placement programs for students who are dangerous to other students and education employees.

Students must receive due process before placement in an alternative program.

The Association further believes that the appropriate agencies should use their authority to prevent violence in schools and in society. (86, 99)

C-29. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association also believes that, for students who are struggling with their sexual/gender orientation, every school district and educational institution should provide counseling services and programs that deal with high suicide and dropout rates and the high incidence of teen prostitution. These services and programs shall be staffed by trained personnel. (88, 97)

C-30. Placement of Students with HIV/AIDS

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least-restrictive environment for all students infected with the human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals.

The Association also believes that students should not be refused admittance to school or subjected to any other adverse action solely because they have tested positive for HIV or have been diagnosed as having AIDS. (87, 93)

C-31. Suicide Prevention Programs

The National Education Association believes that suicide prevention programs including prevention, intervention, and postvention must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program. (89, 92)

C-32. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C-33. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association also believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of each person involved in the educational process.

The Association further believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent/guardian/caregiver.

The Association believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 99)

C-34. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association also believes that schools must immediately notify parents/guardians/caregivers of students suspected of abusing drugs and alcohol and provide information about support services. (87, 99)

C-35. HIV/AIDS Testing of Students

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of students. (87, 93)

C-36. Optimizing Students' Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association also believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student. The Association urges its affiliates to work with school districts, parent groups, other appropriate community groups, and public agencies to develop programs to reduce student absences.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 96)

C-37. Media, Games, and Children

The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violence, prejudice, sexual content, stereotyping, and exploitation by advertisers; makers of video games, audiocassettes, board games, and toys; and other media professionals. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents/guardians/caregivers to use materials of the highest caliber. To help parents/guardians/caregivers become critical consumers, the Association encourages manufacturers of games and toys to make explicit to consumers, prior to purchase, the nature of product contents through specific labeling. Radio and television programmers should make these materials available to children, with consideration given to the child's age, the time of day, and the subject matter. The Association encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of sexist terminology and profanity.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive educational programming. The Association also urges the movie industry to edit movies for educational use and make them available in video format. The Association further urges its affiliates and members to help parents/guardians/caregivers determine the types of programs their children should listen to or view. (69, 99)

C-38. Impact of Homelessness and Poverty on Children and Youth

The National Education Association believes that education must be provided for all children and youth and also believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association further believes in the right of all children and youth, including those without a permanent legal address, to an education, adequate housing, and health care.

The Association believes that school and community groups should work cooperatively to meet the needs of homeless and impoverished children and youth. (88, 96)

C-39. Extracurricular Participation

The National Education Association believes that the successful completion of an academic program is the first priority for all students.

The Association also believes that all schools, colleges, universities, and parents/guardians/caregivers must accept their educational responsibilities to student athletes and participants in other extracurricular activities. These students should not be exploited for economic and/or personal gain.

The Association further believes that there should be fair and equitable eligibility requirements for student participation and student progress should be monitored frequently. (84, 99)

C-40. Gender Equity in Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 93)

C-41. Reduction of Gang-Related Crime

The National Education Association believes that families, schools, communities, businesses, and law enforcement agencies have critical roles in reducing gang-related crime. The Association supports collaboration among these groups in an effort to reduce such crime.

The Association also supports educational programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal activities by gangs. The Association further supports programs that lead to meaningful job opportunities for youths.

The Association further believes that law enforcement agencies should be active participants in education and employment programs to reduce gang-related crimes.

The Association believes that federal, state, and local governments should develop and implement education and youth employment programs in helping to reduce illegal activities by gangs. (88, 94)

C-42. Juvenile Offenders

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association also believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided educational services in an appropriate alternative setting rather than the regular public school setting.

The Association further believes that all education employees working with a student having a record of violent behavior or severe behavioral problems should be immediately informed of the nature, extent, and duration of the student's record of violent acts/disruptive behaviors. Before student placement, these employees should also be provided with teaching strategies that may impact the student's learning style and a plan for behavior management and modification.

The Association supports the placement of juve-

niles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 93)

C-43. Alcohol/Tobacco Endorsements

The National Education Association believes that individual performers and organizers of concerts and sporting events should refrain from endorsing and advertising alcohol and tobacco products. The Association supports the elimination of incongruent and secondary advertising of alcohol and tobacco products. (90, 97)

C-44. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised. (88, 97)

D. Promote Professional Excellence Among Educators

D-1. The Teaching Profession

The National Education Association believes that the teaching profession is a cornerstone of society. The goal of the profession must be to provide the highest quality of education to all students. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained, and governed by the members of the profession and must apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and accountability. Members of the teaching profession must assume expanded leadership roles and must have the time, resources, and decision-making authority to provide the highest quality of learning for each student. This goal can be achieved by the profession in partnership with other education employees; parents/guardians/ caregivers; the community; the district; and the state. (98, 99)

D-2. Teacher Preparation Programs: Recruitment

The National Education Association believes in a strong program of teacher recruitment with special emphasis on recruitment of underrepresented candidates. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

The Association also believes that individuals interested in teaching as a career should attend institutions accredited by the National Council for Accreditation of Teacher Education (NCATE). Counselors and advisers should inform students of the advantages of attending NCATE-accredited institutions.

Federally financed loan and grant programs should be established to encourage students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

Grants should be secured from both public and private sources to assist students planning to pursue a career in education. (90, 98)

D-3. Teacher Preparation for Educational Support Personnel

The National Education Association believes that educational support personnel are an integral part of the student's learning process and, therefore, would make excellent candidates for teacher preparation programs.

The Association also believes that affiliates should support the development of programs, resources, and funding to assist those educational support personnel who wish to obtain a college degree and fulfill the requirements necessary to become licensed classroom teachers.

The Association encourages licensed colleagues to act as a support system for such programs. (99)

D-4. Teacher Preparation Programs: Admissions

The National Education Association believes that its affiliates should continue to improve standards for admission into the teaching profession by working cooperatively with teacher preparation institutions and their professional organizations. The Association also believes that the appropriate agency within each state should regularly monitor and evaluate the teacher preparation programs within the state as to content and presentation to ensure quality and continuity. Requirements for admission to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, portfolio reviews, and recommendations of persons in related fields, but standardized achievement test scores must not be the sole basis for admission. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 99)

D-5. Teacher Preparation Programs: Affiliate Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher preparation programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

c. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers

d. Encourage affiliate members to promote NEA Student membership among all higher education students working in their classrooms during any part of a teacher preparation program. (70, 99)

D-6. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, classroom management, discipline, student assessment, and teaching techniques

g. Include instruction and field experience in the uses of appropriate technology for managing and advancing instruction

h. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide techniques for teaching culturally diverse students

i. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment

j. Include instructional content and experience in research and information skills, group processes, shared decision-making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations

k. Include a variety of field experiences throughout the preparation program culminating in a practicum

l. Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions

m. Iclude practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared decision-making, problem-solving, and strategic planning

n. Include course content in awareness and educational programs of all special education areas recognized by federal law

o. Provide access to professional and preprofessional organizations related to the education profession and areas of certification. (70, 99)

D-7. Teacher Preparation Programs: Clinical Practice

The National Education Association believes that clinical practice is essential to provide prospective teachers with the experiences necessary to enter the profession and be prepared to teach. Clinical practice contributes to enhanced student learning by fostering the development of a reflective practitioner.

The Association also believes that clinical practice should include a supervised student teaching experience/internship and a post-hiring residency of one year for a prospective teacher to achieve full licensure. Clinical practice provides formal support, instruction, and guidance by a faculty member in a teacher preparation program and by an experienced, licensed pre-K through 12 teacher in the same field of practice.

The Association further believes that prospective teachers completing clinical practice should demonstrate—

a. A comprehensive understanding of the central concepts and structure of the disciplines that they teach

b. A knowledge of how children learn, including how their approaches to learning differ

c. The ability to provide learning opportunities that support the intellectual, social, and personal development of individual students

d. A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning

e. The ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals

f. The effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of individual students

g. The use of active inquiry and collaboration between and among colleagues.

The Association believes that clinical practice experiences provide opportunities to establish essential relationships with other education employees, parents/guardians/caregivers, and agencies in the community to support students' learning and well-being. (98, 99)

D-8. Hiring Policies and Practices for Teaching Positions

The National Education Association believes that, to provide the highest quality of education to all students, hiring practices must ensure that all teaching positions be filled by highly qualified professionals. The Association also believes that hiring policies and practices must be nondiscriminatory and include provisions for the recruitment of a diverse teaching staff.

The Association further believes that individuals under consideration for teaching positions must have completed a teacher education program meeting NCATE standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.

The Association believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (99)

D-9. Teacher Induction

The National Education Association believes that teacher induction is a process that facilitates the transition of new teachers into the profession and provides a system of collegial support for veteran teachers experiencing a change in grade level, type of assignments, site, or cultural environment. The Association also believes that an effective induction process is based upon exemplary teaching practices, an understanding of adult and student learning, and a professional environment that supports collaboration and inquiry.

The Association further believes that the induction process enhances teaching skills and promotes professional development. The induction process for new teachers must be mandatory, be at least one year in duration, and include a mentoring program. The induction process for veteran teachers must be flexible and provide support based upon changes in their professional assignments.

The Association encourages its affiliates to be involved in the development of standards for teacher induction and in the design and implementation of the process. (99)

D-10. Mentor Programs

The National Education Association believes that mentor programs are a means of enhancing the professional expertise of employees. The Association also believes that the planning, implementation, and evaluation of such programs must be negotiated or cooperatively developed and maintained by the school district and the local affiliate.

The Association further believes that the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentors must be selected through a defined process with articulated criteria, be properly trained and compensated, and be provided with adequate time to fulfill their responsibilities. The state or local authority has the obligation to provide hold-harmless protection.

The Association believes that any documentation that results from the mentoring process must be confidential and the sole property of the person mentored, and must not be included in the participant's personnel file. (88, 97)

D-11. Peer Assistance Programs and Peer Assistance and Review Programs

The National Education Association believes that high standards within the teaching profession and continuous improvement in professional practice are cornerstones of the profession. Some local affiliates may conclude that, under certain circumstances, a peer assistance or a peer assistance and review program is an appropriate mechanism for achieving these objectives.

The primary purpose of any such program should be to provide "assistance"—to improve professional practice, retain promising teachers, and build professional knowledge to improve student success. A local affiliate may, at its option, also decide to include a "review" component in the program—involving the evaluation of performance. If a local affiliate takes either position, the program should—

a. Be developed through collective bargaining or through a joint association/school district agreement in nonbargaining states

b. Be governed by a board composed of an equal number or a majority of representatives appointed by the local affiliate

c. Acknowledge that the school district makes the final decision to retain or seek nonrenewal or termination, but that recommendations forwarded by the joint governing body are routinely accepted and acted upon by the district

d. Ensure that only teachers who are deemed by their peers to be highly skilled practitioners are selected for the role of consulting teacher, that the consulting teacher's area of expertise is the same as or closely related to that of the participating teacher, and that the consulting teacher is chosen by the program governing bodies

e. Seek consulting teachers who reflect the diverse population of the teaching staff

f. Provide that consulting teachers are properly compensated and provided adequate time to fulfill their responsibilities

g. Provide that consulting teachers receive extensive and ongoing training in mentoring/coaching skills, district initiatives and resources, and current education instructional methods

h. Establish guidelines for the referral of teachers as well as safeguards to prevent unwarranted referrals and to allow participating teachers the selection and/or approval of their assignment to a consulting teacher

i. Establish and convey to all consulting and participating teachers clear rules on allowable uses of documents, products, and communications arising from the program

j. Require extensive documentation based on ongoing assessments of each participant

k. Require that rigorous and extensive assistance be provided over an appropriate period of time to help the participating teacher attain the requisite standard of proficiency before any effort is made to counsel the participating teacher into alternative career choices either within or outside the education profession or a recommendation to initiate nonrenewal or termination proceedings is issued

l. Ensure due process protection and duty of fair representation procedures

m. Guarantee that participating teachers, consulting teachers, and teachers who sit on governing bodies do not lose their Association membership or bargaining unit status by virtue of their participation in the program. (97, 99)

D-12. Administrator Preparation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of instructional content and experience should include participatory decision-making, interpersonal skills, personnel selection, staff evaluation, curriculum, school management techniques, and cultural diversity training. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position. (85, 94)

D-13. Supervision of Extracurricular Activities

The National Education Association believes that extracurricular activities are an important part of the public school experience. Education institutions should adopt policies, standards, and guidelines for staffing extracurricular activities and for hiring personnel who have the necessary skills and knowledge to perform those duties, and for providing staff members with appropriate ongoing training. Qualified education employees must be given the opportunity of first acceptance of paid positions. (94, 96)

D-14. Professional Development for Teachers and Administrators

The National Education Association believes that continuous professional development is required for teachers and administrators to achieve and maintain the highest standards of student learning and professional practice. The Association also believes that professional development should—

a. Be based upon clearly articulated goals

b. Be designed and directed by the affected professionals at each site

c. Assist teachers in meeting the needs of students

d. Be incorporated into the teaching profession as an essential component of the work schedule

e. Provide training for the implementation of new and expanded programs

f. Provide time for inquiry, research, reflection, and collaboration

g. Provide opportunities for mentoring with colleagues

h. Be standards referenced and incorporate the best principles of teaching and learning

i. Be career long, rigorous, and sustained
j. Stimulate intellectual development and leadership capacity
k. Balance individual priorities with the needs of the school and the district
l. Provide a depth of subject matter knowledge and a greater understanding of learning styles
m. Provide opportunities to apply new learnings and changes in practice
n. Provide opportunities to assume new roles, including leadership positions
o. Include an ongoing assessment and evaluation component to determine effectiveness
p. Provide flexibility for the use of a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources. (76, 98)

D-15. Professional Development for Educational Support Personnel
The National Education Association believes that professional development should be required throughout the career of educational support personnel. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. (98)

D-16. Professional Development Resource Centers
The National Education Association believes that state/regional professional development resource centers provide an opportunity for education employees to share resources, experiences, and ideas for professional growth. The Association also believes that these centers should be established, funded, and accessible to all education employees. The Association further believes that members from local affiliates served by a center should comprise a majority of the membership of the professional development resource center policy board. (82, 99)

D-17. Discipline, Order, and Safety
The National Education Association believes that education employees should be provided management techniques on prevention and intervention strategies to assure a positive and safe educational environment.
Ongoing educational training programs in conflict prevention/conflict resolution should be provided for all education employees dealing with students' behavior before, during, and after crisis situations. (94, 96)

D-18. Neurological Disorder Awareness
The National Education Association believes in the establishment of programs that will increase education employee awareness of neurological disorders and symptoms that affect student learning. Qualified health professionals should be cooperatively involved in these programs. (87, 99)

D-19. Teacher Exchange Programs
The National Education Association believes that teachers and students benefit when teachers participate in teacher exchange programs. Voluntary teacher exchange programs should be cooperatively established with governing boards to offer such programs within and among the states, schools of federal agencies within and outside the United States, and agencies abroad. (74, 97)

D-20. Education Employee Evaluation
The National Education Association believes that formal performance-based evaluations must be augmented by formative evaluation components in order to assure the continuing competency of all education employees in their respective fields.
Effective evaluation procedures supported by professional development programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance, and provide options such as counseling, training programs, a remediation plan, and opportunities to observe peers.
If following such an evaluation and after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated and incompetency can be documented, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.
The evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local affiliate and should include—
a. Clear performance expectations that are specific to the job description
b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit
c. A written evaluation report to be provided to the person being evaluated
d. Opportunity for a written response prior to the placement of the evaluation in the personnel file
e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee
g. An unbiased appeals process with an evidentiary hearing under oath.
The Association also believes that procedures for evaluation of administrators should include evaluations by education employee who are directly supervised by them.
By participating in an evaluation process, an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (69, 99)

D-21. Testing/Assessment and Teacher Evaluation
The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers.
The Association opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation, compensation, or employment status. (69, 99)

D-22. Evaluation and Promotion in Higher Education
The National Education Association affirms the importance of teaching in institutions of higher education and believes therefore that research and publication should not be the only criteria on which higher education faculty are evaluated and/or promoted.
The Association also believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86, 98)

E. Gain Recognition Of The Basic Importance Of The Teacher In The Learning Process And Other Employees In The Educational Effort

E-1. Instructional Excellence
The National Education Association believes that to achieve and maintain instructional excellence there must be continual improvement in the education process. The Association also believes that teachers have the primary responsibility for instructional excellence and must have the primary authority to recommend improvements in instruction through a democratic decision-making process. The Association further believes all education employees should support high standards for instructional excellence and contribute to the continual improvement of education. The Association recommends that education employees collaborate in the research, development, and field testing of new instructional methods and materials. (69, 96)

E-2. Time To Teach
The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, a duty-free lunch period, an office in which to work, access to telephones, adequate and appropriate office equipment, access to technology, freedom from interruptions during instructional time, unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the noninstructional tasks required of a teacher.
The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.
The Association also believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 94)

E-3. Selection and Challenges of Materials and Teaching Techniques
The National Education Association believes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. The Association also believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select and use materials and techniques without censorship or legislative interference.
The Association deplores prepublishing censorship, book-burning crusades, and attempts to ban books from school libraries/media centers and school curricula. Challenges to the choice of instructional materials and techniques must be orderly and objective, under procedures mutually adopted by professional associations and school governing boards.
Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 96)

E-4. Development of Materials
The National Education Association believes that public school teachers and postsecondary faculty should be involved in the development and field testing of all educational materials offered for adoption or purchase by public school districts and educational institutions. Materials in all subject areas should include strategies that encourage student interaction, be developmentally appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.
Where school districts and educational institutions involve teachers and faculty in the development of any educational materials, participation should be voluntary and compensated. (84, 96)

E-5. Cultural Diversity in Instructional Materials and Activities
The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.
The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.
The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association also believes that educators and governing boards should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 95)

E-6. Women in Instructional Materials
The National Education Association believes that educational materials should accurately portray the influence, contributions, and historical lifestyles of women in our nation and throughout the world. (96, 98)

E-7. Religious Heritage in Instructional Materials
The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E-8. Impact of Federal and State Legislative Mandates
The National Education Association believes that federal and state mandates regarding school programs should be broad, general guidelines and should not be based on student achievement. Mandated programs should be established or eliminated only in conjunction with the Association and its state and local affiliates. Mandates should be assessed by affiliates and local stakeholders with particular attention to the impact on students, education employees, school programs, and finances. (79, 97)

E-9. Academic and Professional Freedom
The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student. A teacher shall not be fired, transferred, or removed from his or her position for refusing to suppress the free expression rights of students.
The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.
The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 92)

E-10. Intellectual Property Rights
The National Education Association believes that all faculty and staff should retain full ownership of and subsequent control over their intellectual property. (96)

E-11. Access to Copyrighted Materials for Educational Use
The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. The Association recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.
The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

E-12. Support Personnel in the Education Process
The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that educational support personnel promote positive role models that enhance the education process. (90, 91)

F. Protect The Rights Of Education Employees And Advance Their Interests And Welfare

F-1. Nondiscriminatory Personnel Policies/Affirmative Action
The National Education Association believes that, except as otherwise provided below, personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, retired, or harassed because of race, color, national origin, cultural diversity, accent, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.
Affirmative action plans and procedures that will encourage active recruitment and employment of ethnic minorities, women, and persons with disabilities should be developed and implemented in accordance with Association policy.†
Affirmative action plans and procedures that will encourage active recruitment and employment of men in underrepresented education categories should also be developed and implemented. It may be necessary therefore to give preference to men in recruitment, hiring, retention, and promotion policies to overcome past discrimination. (69, 99)

F-2. Pay Equity/Comparable Worth
The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.
The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales since it too frequently reflects the race and sex bias in our society.
The Association encourages efforts by education employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 93)

F-3. Uniform Compensation
The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F-4. Tax Deductions for Professional Expenses
The National Education Association believes that education employees must continue to perform and develop professionally and that expenses incurred to do so are professional and therefore must be considered as necessary and ordinary and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Deductible expenses should include, but not be limited to, expenses incurred relating to sabbatical leaves; educational travel for maintenance and improvement of skills; an in-home office; education-related auto use; and, purchasing of teaching supplements and professional supplies, materials, and equipment. (69, 93)

† See pages 402-404 of the 1998-99 *NEA Handbook* for the policy statement regarding the "Use of Affirmative Action for Ethnic Minorities and Women in Educational Employment," adopted by the 1997 Representative Assembly.

F-5. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of education employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 93)

F-6. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

The Association further believes that local affiliates should determine the bargaining approach most appropriate for them. The Association also supports a local's decision to use an interest-based process as an option from a wide range of models for collective bargaining and/or dispute resolution.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

Coordinated bargaining by Association affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association also believes that state affiliates should seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 98)

F-7. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. The Association believes that when a picket line is established by the authorized bargaining unit, crossing it, whether physically or electronically, is strike-breaking and jeopardizes the welfare of education employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In the event of a strike by education employees, extracurricular and cocurricular activities must cease.

Appropriate teacher preparation institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking. The Association condemns denial of credits to students working in the school for credit as part of a teacher preparation or credential program who have honored a work stoppage.

The Association also condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages.

The Association urges enactment and enforcement of statutes guaranteeing the rights of education employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association also urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 99)

F-8. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees and their employers should contain certain standard contractual concepts. The Association also believes that, in nonbargaining jurisdictions, these concepts should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees. These concepts include—

a. A grievance procedure that terminates with final and binding arbitration

b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security

c. A seniority list that is updated, published, and distributed annually

d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action†

e. Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families

f. Membership in the association or the payment of a fair-share fee as a condition of employment

g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions

h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit

i. Specified class size, teaching load, and job description

j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit

k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members

l. Contractually defined procedures for evaluation and promotion

m. Released time for association business with full pay and fringe benefits

n. Parental/child rearing leave for employees to provide care for natural or adopted children

o. Contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems

p. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay except in institutions of higher education where it has been bargained

q. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay

r. Protection from being required to participate in community service

s. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay

t. Clearly defined bargaining unit membership

u. Placement on the salary schedule based on qualifications and number of years of experience in the profession

v. A guaranteed safe and healthy working environment

w. The school calendar

x. Protection from unilateral changes in terms or conditions of employment

y. Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance education, and to guarantee that technology and distance education are not used to supplant employees. (89, 99)

F-9. Salaries and Benefits

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association also believes that any proposed or legislated salary and benefit structure should not bypass or undermine the bargaining process or negotiated agreements.

The Association further believes that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process or by agreement of the local affiliates in those states where collective bargaining does not exist

d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay

f. Assure that salaries paid in nontraditional adult and alternative programs be on par with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups not be paid less than equivalent educational professionals providing similar service to higher socioeconomic groups

g. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support personnel in the educational setting

h. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels.

The Association also believes that performance pay schedules, such as merit pay, are inappropriate.

The Association further believes its affiliates should seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association believes that there should be no limit to the number of years of experience an education employee can transfer.

The Association also believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive insurance programs
   1. Health
   2. Dental
   3. Vision
   4. Hearing
   5. Life
   6. Legal
   7. Workers' compensation
   8. Long-term physical and mental disability

b. Paid leaves
   1. Sick leave with unlimited accumulation
   2. Personal leave with unlimited accumulation
   3. Bereavement leave
   4. Parental leave, including adoption
   5. Dependent care leave
   6. Sabbatical leave
   7. Professional leave
   8. Association leave
   9. Religious leave

c. Additional remuneration
   1. Severance pay
   2. Tuition reimbursement
   3. Retirement compensation
   4. Unemployment compensation
   5. Benefit extension for laid-off employees

d. Personal assistance
   1. Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
   2. Employee assistance program
   3. Reimbursement for damages to or loss of personal property at work site
   4. Child care center
   5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

The Association further believes that education employees should have equal access to all benefits, including comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or parental leave.

The Association also believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution.

The Association further believes that, if school districts consolidate or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (69, 99)

F-10. Faculty Reward Structures in Higher Education

The National Education Association believes that the reward structure for an institution of higher education should reflect the mission of the institution. An institution whose mission is teaching undergraduate students should reward good teaching. An institution whose mission is community outreach should reward service. An institution whose mission is basic or applied research should reward good research. The proper balance between teaching, service, and research is contingent upon faculty and administration agreement on the institutional mission of the particular campus. (95)

F-11. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F-12. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all education employees. The Association believes that all levels of government should monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91, 96)

F-13. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures. The laws and master contracts governing said procedures must afford education employees procedural and substantive due process.

The Association also believes that state laws must provide for the continuing employment and/or tenure of state and/or local education employees and that federal law must provide similar protection for education employees in federal schools. (69, 96)

F-14. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action.† Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of other education employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off education employees.

The Association also believes that local affiliates should—

a. Negotiate reduction in force policies that exclude performance evaluation from consideration in the RIF process

b. Work cooperatively with governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off education employees

c. Condemn the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of support-ive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 97)

F-15. Mandated Retraining

The National Education Association believes that when a federal, state, or district mandate requires an education employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88, 99)

F-16. Protection of Education Employees

The National Education Association believes education employees should be safe in schools and that federal and state legislation protecting all education employees should be enacted. The Association also believes that affiliates, school districts and governing boards, law enforcement agencies, and courts should work cooperatively to ensure the strict enforcement of al laws within public schools and educational institutions.

The Association further believes that when education employees are the victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation, or other causes, they should receive the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks should not be deducted from accumulated sick leave.

The Association believes that education employees and the local affiliate must have the right to reflect professional concerns at a student suspension or expulsion hearing. (70, 99)

F-17. Personnel Policies and Procedures

The National Education Association believes that personnel policies and procedures should be written and developed cooperatively by local affiliates and their local boards of education or appropriate governing bodies. The Association also believes in a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 99)

F-18. Site-Based Decision Making

The National Education Association supports site-based decision-making processes that are based on contractual/formal agreements between districts and local affiliates. The Association believes that the scope of local site-based decision making should be limited only by the

† See pages 402-404 of the 1998-99 *NEA Handbook* for the policy statement regarding the "Use of Affirmative Action for Ethnic Minorities and Women in Educational Employment," adopted by the 1997 Representative Assembly.

contractual/formal agreement. The Association also believes that such agreements must include the following elements:

a. Voluntary participation by local sites

b. A district-association structure for processing conflict resolution

c. An agreement on the scope of decision-making authority available to sites

d. Decision-making bodies composed of a majority of nonmanagement education employees with all members selected by the constituency represented

e. Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation

f. Compensation and/or released time for participating staff members. (90, 99)

F-19. Faculty Governance in Higher Education

The National Education Association believes that faculty and staff in higher education should participate in the governance of their educational institutions. Higher education faculty should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates; reviewing institutional budgets; and making recommendations on financial issues that impact academic programs.

Where appropriate, faculty and staff should participate in the selection and evaluation process and determine the status of colleagues and administrators, especially appointments, reappointments, and tenure.

The Association also believes it is the primary responsibility of faculty and staff, where appropriate, to establish procedures relative to promotions, sabbaticals, and research support.

The Association further believes that collective bargaining provides an additional method of institutional governance. Faculty and staff should determine policies and procedures to govern salary structure, pay increases, fringe benefit programs, calendar, and working conditions. (94, 97)

F-20. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of education employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status

e. No loss of rights gained through tenure/seniority

f. Proportional credit toward seniority/retirement. (81, 99)

F-21. Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of reducing budgets and/or supplanting or reducing the number of education employee positions. The Association also believes that interns who are employed by school districts should be included in local bargaining units. (77, 99)

F-22. Student Workers in Educational Institutions

The National Education Association recognizes the importance of providing employment opportunities for students in educational institutions. The Association deplores, however, the practice of employing students that results in the reduction of the number of permanent education employees or positions. (92, 98)

F-23. Educational Support Personnel in the Classroom

The National Education Association believes that classroom teachers should be provided with support staff to assist in the educational process. The educational support personnel should assist the classroom teacher, not displace the teacher, and should have a written job description defining their duties.

The Association opposes the use of educational support personnel to increase class size. (69, 98)

F-24. Summer School, Alternative Calendars, Extended School Day/Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, alternative calendars, extended school day/year, and year-round school programs. Policies governing these programs must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 98)

F-25. Unemployment/Disability Compensation

The National Education Association supports the inclusion of education employees in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F-26. Subcontracting/Contracting Out

The National Education Association opposes subcontracting/contracting out in all public school districts and educational institutions. The Association believes that school districts and educational institutions should not enter into subcontracting agreements that transfer or displace education employees, that replace full-time positions with temporary, part-time or volunteer workers or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits.

Where subcontracting exists, the Association believes that all personnel who are employed through the subcontractor to work in the school district or educational institution must meet the highest standards of accountability. The subcontractor must conduct background checks prior to an employee's being allowed to work in the school district or educational institution, and submit validation of its findings to the school district or educational institution and provide continuing evaluation and supervision of these employees working in the school district or educational institution. The Association insists that such criminal background checks must provide that—

a. Information collected will not be released to boards of education in a form other than a statement of qualification but be kept by the investigating state or national agency

b. Every employee or potential employee has a right to due process and access to records

c. Clear, specific, observable, and objective evidence of rehabilitation for past offenses is included

d. Any fee for background checks shall not be borne by the employee or potential employee. (77, 97)

F-27. Confidentiality of Employee Records

The National Education Association believes that all employee records are privileged information and must remain confidential. In order to maintain confidentiality, the rights of education employees must include—

a. A guarantee that only one personnel file exists

b. Access to materials in personnel files, including a list of all records maintained by an educational institution

c. The authority to inspect, review, and obtain copies of such records, explanations and interpretations of such records, and a record of past access

d. Written notification within 10 working days of any placement of materials in the employee's personnel file

e. An opportunity to respond to and challenge any materials and purge those that are inaccurate, misleading, and distorted

f. A provision to consent to or deny release of such records, including the right to receive copies of released materials.

The Association also believes that any ancillary records, such as medical and legal records, with which the educational institution may come in contact, are to be treated as privileged information and must also remain confidential.

The Association further believes that it is the duty of the educational institution to inform employees of these rights and to enforce these rights. (75, 99)

F-28. Right To Privacy for Education Employees

The National Education Association believes that education employees must be guaranteed the rights of privacy. These rights must include—

a. Freedom from audio or video surveillance without the prior written permission of the individual

b. Freedom from harassment by individuals, organizations, or businesses due to unauthorized release or sale of employee records

c. Security of computer files from inappropriate or unauthorized access

d. Authority to refuse a polygraph, lie detector, or other invasive method of evidence collection.

The Association also believes that fingerprinting is acceptable only for the purpose of a pre-employment or pre-licensure check for criminal records that are pertinent to education employment. The Association opposes fingerprinting as a condition of continued employment or licensure. The Association further believes that all costs of fingerprinting must be borne by the employer or licensing agency. (99)

F-29. Privileged Communications

The National Education Association believes that communications between all education employees and students must be legally privileged. The Association also believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both education employees and students. (74, 96)

F-30. Protection of Education Employee Advocates

The National Education Association believes in the fundamental right of all education employees to organize in their own self-interest and to speak out in defense of education employees, students, and parents/guardians/caregivers without fear of reprisal.

The Association condemns those governing boards, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership in education employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all education employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, governing boards, and other public officials should respect the dignity of education personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association further believes that an education employee who is required to appear in court in his/her role as an advocate should be provided released time without penalty.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to education employees and work for guarantees assuring education employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 99)

F-31. Protection of Education Employees from Age Harassment

The National Education Association believes that education employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89, 97)

F-32. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against an education employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security. Contract provisions should provide procedures to be followed until final disposition of the case. (84, 99)

F-33. Allegations Against Education Employees

The National Education Association believes education employees should be protected from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also believes in procedural and substantive due process for education employees accused of child abuse including a mechanism whereby false or unfounded accusations can be expunged from all records, and supports restoration of job status and all rights and benefits to education employees who are acquitted of child abuse charges. The Association further believes all members should be knowledgeable of current practices in dealing with such allegations. (89, 96)

F-34. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by governing boards for the purpose of harassment of education employees.

Physical and mental examinations of education employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the education employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association also believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that education employees should be guaranteed the right to select their own physician. (77, 95)

F-35. Drug and Alcohol Testing

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory and/or random drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87, 94)

F-36. HIV/AIDS Testing of Education Employees

The National Education Association opposes mandatory/involuntary human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of education employees or education employment applicants. (87, 93)

F-37. Employees with HIV/AIDS

The National Education Association believes that education employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) antibody or have been diagnosed as having HIV/AIDS. (87, 93)

F-38. Hepatitis B Vaccination

The National Education Association believes that governing boards should provide free hepatitis B vaccinations to all employees choosing to be or required to be vaccinated. (95)

F-39. Catastrophic Illness Support Programs

The National Education Association supports cancer awareness programs. The Association also supports programs designed to help those coping with cancer and other catastrophic illnesses. The Association encourages its members to avail themselves of such programs. (95)

F-40. Stress Management and Wellness Programs

The National Education Association believes that adverse and stressful classroom and school conditions have led to increased emotional and physical disabilities among education employees. The Association supports stress management and wellness programs that facilitate the recognition, prevention, and treatment of stress-related problems. Such programs should ensure confidentiality and treatment without personal jeopardy.

The Association urges that the harmful effects of stress on education employees be recognized and demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association also supports employee assistance programs (EAPs) as a voluntary resource that would assist education employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 97)

F-41. Medication and Medical Services in Schools

The National Education Association believes that procedures should be established for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent/guardian/caregiver be required

d. The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use

g. Proper storage for the medication be available.

The Association also believes that education employees who are not licensed medical personnel should be protected from all liability if they are required to administer medication or perform medical services. The Association further believes that such education employees should have the right to refuse to administer medication or perform medical services without fear of repercussion. (77, 99)

F-42. School Nurses

The National Education Association urges its affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services and in dealing with students with disabilities. (80, 99)

F-43. Save Harmless/Education Employee Liability

The National Education Association believes that educational institutions should—

a. Provide legal liability protection for education employees when their duties include physical assistance to students with temporary and/or permanent disabilities

b. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

c. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 98)

F-44. Protection of Individuals in Clinical Practice Programs

The National Education Association believes that individuals participating in clinical practice programs should be provided with legal status and liability protection by the appropriate teacher preparation institution.

The Association also believes that higher education institutions and cooperating school districts should supply any and all instructional materials that student teachers would require during their student teaching terms. Students who are implicitly or explicitly discouraged from outside employment during their clinical practice experiences should be provided financial assistance or tuition waivers by the appropriate teacher preparation institution.

The Association encourages its affiliates to work with school districts and other appropriate bodies to formulate standards for clinical practice programs. Supervising or cooperating teachers in a clinical practice program should have reduced teaching loads and be given a minimum established compensation. Acceptance of student teachers, interns, or residents by pre-K through 12 classroom practitioners should be voluntary.

The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession. Teacher preparation programs should offer alternative placements for individuals in those programs in the event of a strike or other work stoppage. (70, 99)

F-45. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require school systems and educational institutions to provide and to incur the expense of transportation liability insurance for education employees who are requested or required to transport students by private vehicle for any school-related function. (78, 95)

F-46. Part-Time or Temporary Education Employees

The National Education Association believes that the increased use and/or abuse of part-time education employees threatens the academic integrity of the institution.

The Association also believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among full-time education employees and when the need for such training and expertise warrants less than full-time employment.

The Association further believes that part-time education employees should receive the same salary and benefits as full-time education employees at least prorated according to workload. Part-time education employees should have the same opportunities to participate in collective bargaining, training, service on committees, and setting the academic direction of the educational institution.

The Association deplores the practice of employing part-time or temporary employees for the purpose of reducing institutional budgets, reducing the number of full-time education employee positions, or avoiding the maintenance of an increase in the number of tenure track positions. (76, 99)

F-47. Volunteers in Public Schools

The National Education Association believes that parents/guardians/caregivers and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality educational programs for children. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by state statutes. The screening should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex offenders. Training should include, but not be limited to, the development of age-appropriate activities and sensitivity to diversity issues.

The Association deplores the practice of using volunteer workers for the purposes of reducing instructional budgets or the number of full- or part-time education employee positions within a local school system.

The Association also believes that education employees should be involved in the decision-making process regarding the utilization of volunteers within local school systems. (98, 99)

F-48. Substitute Teachers

The National Education Association believes in the importance of employing professional educators to fulfill the critical role of substitute teachers. The Association also believes that substitute teachers perform an essential function in the maintenance and continuity of daily education. The Association further believes that substitute teachers must meet the same standards as any other licensed teacher within the state and supports collective bargaining rights for substitute teachers. The Association also supports professional pay for substitutes in order to ensure quality instruction in every classroom every day.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association also condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 99)

F-49. Substitute Educational Support Personnel

The National Education Association recognizes the importance of substitute educational support personnel in the maintenance and continuity of daily operations. The Association believes that an educational support substitute must meet the same standards as the employee for whom he/she substitutes.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus basic and fringe benefits for educational support personnel substituting for permanent educational support personnel on extended leave. (92)

F-50. Education Employees and Active Duty Service

The National Education Association believes that an education employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 93)

F-51. Employment in Federal Schools

The National Education Association believes that the federal schools should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association also believes that equal rights, benefits, and entitlements should be accorded to all education employees who are employed in federal schools.

The Association urges governing bodies of federal schools to develop policies that ensure a minimum of 120 days' notification of military installation and federal school closures. The Association further urges that personnel affected by these closures be provided support by the employer during this transition period. (71, 99)

F-52. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F-53. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership

b. Actuarial and investment policies that produce sound financing

c. Annual independent review and audit

d. Immediate and full vesting after not more than five years of service

e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution

f. Provisions permitting the purchase of credit earned while a member of another retirement system

g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences

h. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with provisions that guarantee the employee with full benefits earned from all sources. Voluntary retirement should follow the same provisions

i. Disability retirement for a service-connected disability available to education employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement

j. Automatic cost-of-living increases, without regard to age, to maintain purchasing power for retirees and beneficiaries

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service

m. Nondiscrimination on the basis of gender or marital status

n. Retirement credit for unused sick leave

o. All compensation, including extra-duty pay, in computing retirement benefits

p. Benefits not reduced by other sources of income, including Social Security benefits

q. Pre-retirement counseling

r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits

s. Education employees' contributions and benefits that are not subject to federal income taxation

t. Nondiscriminatory Internal Revenue Service rules and regulations

u. An annual financial statement distributed to all members

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin

w. Provisions to purchase pension credit for any previous Department of Defense teaching service

x. Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents

y. Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned

z. All retirement benefits for spouses equally available for domestic partners

aa. Benefit formulas that provide full-year credit for each school year worked and provide that credit regardless of the number of hours worked per day. (69, 99)

F-54. Investment of Retirement System Assets and Protection of Earned Benefits

The National Education Association believes that retirement system assets can be invested in any type of investment that plays an appropriate role in achieving risk and return objectives reasonably suited to the retirement program. In the investment and management of retirement systems assets, among other circumstances, consideration should be given to—

a. General economic conditions

b. The possible effect of inflation or deflation

c. The role that each investment or course of action plays within the overall portfolio of the retirement program

d. The expected total return from income and appreciation of capital

e. Needs for liquidity, regularity of income, and preservation or appreciation of capital

f. The adequacy of funding for defined benefit plans based on reasonable actuarial factors.

Boards of trustees charged with the authority to invest and manage the assets of public employee retirement systems should adopt a statement of investment objectives and policies for each retirement program that include—

a. The desired rate of return on assets overall

b. The desired rate of return and acceptable levels of risk for each asset class

c. Asset allocation goals

d. Guidelines for the delegation of authority

e. Information on the types of reports to be used to evaluate performance.

The Association also believes that the boards of trustees of education employee retirement systems should make every effort, consistent with their fiduciary obligations, to participate in the decision-making process of corporations in which the systems hold stock by casting stockholder votes that benefit the interests of the participants and beneficiaries of the retirement systems and those of the united education profession and by electing to corporate boards members and/or representatives who support public education. The Association further believes that the boards of trustees of public employee retirement systems should coordinate their voting in companies in which they have a mutual interest.

The Association believes that the assets of retirement systems in which public education employees participate should be managed and invested for the sole and exclusive benefit of the participants and beneficiaries of those systems. Expenditures from a system trust fund should only be made for the benefit of trust beneficiaries and for the reasonable expenses of administering the system. All retirement benefits earned by education employees should, under the law, be payable to such employees. Existing retirement benefits should be maintained or improved. No person participating in a retirement system should be required to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned, and therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of education employee retirement benefits. These incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 99)

F-55. Social Security

The National Education Association believes that Social Security should be available to eligible education employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association supports the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association also supports the goal of comprehensive health insurance for retirees. (77, 97)

F-56. Medicare

The National Education Association believes in comprehensive health insurance for retirees. The Association also believes that Medicare is an important part of access to health care. The Association further believes that Medicare must be available as a universal guaranteed benefit. (99)

G. Secure Professional Autonomy

G-1. State Professional Standards Boards

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association further believes that these boards should apply National Council for Accreditation of Teacher Education (NCATE) standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 95)

G-2. National Certification

The National Education Association supports voluntary national certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association recognizes that this function is filled by the National Board for Professional Teaching Standards (NBPTS), which is composed of a majority of practicing public school teachers.

The National Board for Professional Teaching Standards establishes appropriate assessment pro-

cedures by which individuals demonstrate exemplary practice in pedagogy and in subject matter areas, issues certificates to all individuals who meet NBPTS-established standards, maintains a roster of those who have been certificated, and encourages reciprocity with state professional standards boards.

The Association also supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 98)

G-3. Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include high academic performance, clinical practice experiences, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association also supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 98)

G-4. Accreditation in Higher Education

The National Education Association supports strong regional, state, national, and discipline-based accrediting bodies that promote and encourage faculty participation in the accrediting process. The Association believes that programs, faculties, administrations, and facilities should be reviewed to determine their ability to enhance learning opportunities for students. The Association also believes that accrediting agencies should not impose standardized curricula, assessment models, or pedagogical methods on institutions of higher education but rather should base accreditation on standards as applied to the institutional mission statement. (95, 98)

G-5. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher preparation programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education (NCATE).

The Association also believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 99)

H. Unite Education Employee For Effective Citizenship

H-1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association also believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. The Association supports voter education to alert voters to voting laws and procedures and key political issues. The Association also supports written governing board policies to guarantee education employees their political rights. The Association further believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

The Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 97)

H-2. The Right To Know

The National Education Association believes that open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. (72, 97)

H-3. The Right To Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right guaranteed to all eligible citizens. The Association further supports the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association supports simplified voting and absentee provisions for all elections, uniform registration requirements without restrictive residency provisions, and voter education programs. (71, 97)

H-4. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association also believes that all proposed changes to the Constitution should be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 97)

H-5. Member Involvement in Community Organizations

The National Education Association encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (92)

H-6. Participation in Professional Associations

The National Education Association believes that every educational employee has the right and obligation to participate fully in professional associations. Policies adopted by governing boards should provide released time without loss of pay to education employee fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided to all education employee, without harassment and without preference given to educational position. (86, 97)

H-7. National Health Care Policy

The National Education Association believes that affordable, comprehensive health care is the right of every resident.

The Association supports the adoption of a single-payer health care plan for all residents of the United States, its territories, and the Commonwealth of Puerto Rico.

The Association will support health care reform measures that move the United States closer to this goal and that achieve universal and comprehensive health care coverage, control costs while assuring quality, emphasize prevention of health care problems, and are financed by means that assure greater equity in the funding of that health care.

The Association also believes that until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/ Medicaid program. (78, 97)

H-8. Energy Programs

The National Education Association believes that a national energy policy should reflect the efficient use of energy from all sources, provide research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association supports ensuring the energy-efficient operation of public schools and encourages the use of new energy sources and energy-efficient design in school renovation and construction. The Association also supports efforts that develop energy conservation awareness and school building energy audit programs. The Association further supports programs that investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 97)

H-9. Environmental Responsibility

The National Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school systems and educational institutions in developing purchasing policies using these criteria.

The Association also believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (90, 95)

H-10. Historic Preservation

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important historic resources for future generations. (90, 94)

H-11. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association supports efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 97)

I. Promote And Protect Human And Civil Rights

I-1. Peace and International Relations

The National Education Association recognizes the interdependence of all people. The Association believes in the ideals of peace, freedom, and human dignity based upon respect for the individual and cultural diversity. The Association urges all nations to develop treaties and disarmament agreements that reduce the possibility of war, provide for the peaceful resolution of conflicts, and guarantee the rights of nations to coexist within safe and secure borders. The Association also believes that such treaties and agreements should prevent the placement of weapons in outer space.

The Association further believes that the United Nations (UN) furthers world peace and promotes the rights of all people by preventing war, racism, and genocide. The Association believes that Education International contributes to peace and international relations by promoting dialogue among the world's education employees.

The Association supports the U.S. Institute of Peace, which provides publications, information, programs, training, and research data in developing peacemaking and conflict resolution skills. (73, 99)

I-2. International Court of Justice

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the International Court of Justice is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86, 97)

I-3. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

I-4. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association also believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

I-5. Nuclear Freeze/Cessation

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association also believes the United States and all other nations should adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, sale, distribution, and deployment of nuclear weapons, materials, and all systems designed to deliver nuclear weapons. The Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate verification and enforcement provisions. The Association also supports the development of treaties to eliminate the world's nuclear weapons arsenals. (82, 96)

I-6. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes. It also urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association also believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 10-mile radius of any school facility.

The Association believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89, 97)

I-7. Global Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and its ecological systems. (90, 93)

I-8. International Consumer Protection

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (90)

I-9. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education. The Association condemns any action that limits or prohibits the free and responsible exercise of these rights and believes that all education employees must lead in the effort to prevent any encroachment on basic human and civil rights. The Association also believes that the U.S. government should withhold all forms of military aid to governments that violate these rights.

The Association further believes that violence is abhorrent. The Association also condemns violence, as well as the tolerance of violence, and believes that all nations must pass and enforce measures to curtail and prevent actions and practices that inflict pain, suffering, mutilation, or death; and offer asylum to those threatened by such actions.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of making a political statement. The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals.

The Association calls upon all nations to release all education employees and students who are being held without charge and to refrain from the use of coercion and arbitrary detention to punish the people of a specific area of their territories.

The Association further condemns the practice of capital punishment in nations without judicial safeguards such as the presumption of innocence and/or the right to counsel.

The Association expresses concern that the practice of capital punishment in the United States impacts the accused disproportionately on the basis of social class, race, ethnicity, and gender. (77, 99)

I-10. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society. The Association calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All individuals must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

The Association opposes any amendment to the U.S. Constitution that curtails basic civil rights. (69, 95)

I-11. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth

must be protected and opposes the exploitation of children and youth under any circumstances.

The Association condemns the use of children and youth by organizations, governments, and political/military movements to advance their political objectives. The Association also condemns governments that subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration. The Association also opposes the impressment or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association also believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association further opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. The Association further condemns the practice of placing children and youth in trouble in abusive environments. The Association opposes the placement of children and youth who are not charged with any offense in facilities with persons who are charged with criminal offenses. The Association further believes that there must be separate facilities for the detention and for the incarceration of children and youth and supports the development of alternatives to supplement the use of such facilities. (88, 97)

I-12. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association also urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-13. The Right To Organize

The National Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association deplores anti-union activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (82, 93)

I-14. Displaced Workers

The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts.

The Association opposes the use of public funds to encourage the movement of U.S. companies to other countries at the expense of U.S. union labor. (92, 93)

I-15. Use of Union-Made Products and Services

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association advocates the use of union-made products and services. The Association supports the use of appropriately established boycotts and picket lines. (91, 94)

I-16. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I-17. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children regardless of their immigration status. The Association condemns such policies as inhumane and discriminatory. The Association also supports policies that protect the integrity of the family unit.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 95)

I-18. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care. The Association supports programs to provide adequate housing and health care for the homeless and others in need of assistance. (89, 97)

I-19. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association supports the elimination of the discriminatory practice of redlining. (69, 97)

I-20. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies or individuals, especially the posting of addresses, phone numbers, and/or travel routes of individuals on Internet websites. The Association condemns the use of information gathered and stored and the exchange of such information without explicit release from the person or persons involved.

The Association also believes that rights to privacy and confidentiality must be guaranteed through federal and state legislation. (70, 99)

I-21. Freedom of Creative Expression

The National Education Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression. The Association also supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (90)

I-22. Violence Against Women and Girls Worldwide

The National Education Association condemns domestic and other violence against women and girls, as well as the tolerance of such violence, and believes that all nations should pass and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (93, 97)

I-23. Sexual Assault

The National Education Association believes that all members of society should be protected from becoming victims of sexual assault. The Association also believes that states should develop a systematic process for gathering evidence when such assault occurs and supports the use of DNA testing as a means to identify perpetrators of sexual assault. The Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association further believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association believes in the importance of and urges the rehabilitation of the assailant and the protection of due process rights for both the victim and the assailant. (81, 99)

I-24. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in all schools, the Association calls for—

a. School recruitment and staffing policies that will ensure culturally diverse education employees

b. Appropriate classroom and other student-related activities, particularly those that are responsive to the cultural diversity and historical backgrounds of our society

c. Further development of continuing education programs to educate school and community personnel

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society

g. Development and implementation of curricula that teach students about positive human relations. (72, 99)

I-25. Martin Luther King Day

The National Education Association believes that Martin Luther King Day should be a state holiday in every state to focus on the importance of human relations. The Association encourages the observance of this day to promote good will among all people. (69, 97)

I-26. Freedom of Religion

The National Education Association believes that freedom of religion is a fundamental human right. The Association also believes that choice of religion is an intensely personal decision. Instruction in religious doctrines and practices is best provided within a family setting and/or by religious institutions.

The Association further believes that schools should teach the rights and responsibilities associated with the freedom of religion, the religious heritage and diversity of the United States, respect for the religion of others, and the historical and cultural influences of various world religions.

The Association believes that local school boards should adopt policies that govern religious activities on school property. Such policies must respect the separation of church and state; govern voluntary, student-led meetings with adult supervision before or after normal school hours; treat all religions on an equal basis; and protect the rights of students and education employees.

The Association also believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program. The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same.

The Association also opposes any federal legislation or mandate that would require school districts to schedule a moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal funds. (95, 99)

I-27. Gun-Free Schools and the Regulation of Deadly Weapons

The National Education Association believes that all students and education employees must be allowed to learn and work in an environment free of unauthorized guns and other deadly weapons. Severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale, importation, and distribution of these weapons. The Association also believes that individuals who bring guns or deadly weapons to school should be excluded from school and school grounds until undergoing mandatory prescribed intervention.

The Association further believes that strict prescriptive regulations are necessary for the manufacture, importation, distribution, sale and resale of handguns and ammunition magazines. The possession by the private sector of automatic weapons and military-style semiautomatic assault weapons should be illegal, except for historical and collection purposes, which must be strictly regulated. A mandatory waiting period for a background check should occur prior to the sale of all firearms. The Association believes that minors shall not be allowed to buy, own, or sell firearms.

The Association also believes that gun owners should participate in educational programs that stress responsible ownership, including safe use and storage of guns. (82, 99)

I-28. Victims of a Crime

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation. Victims and their families should be notified of and have the right to be present/represented at all hearings and legal proceedings involving the defendant/perpetrator.

The Association also believes that victims and their families must be made aware of and have free access to necessary services/programs. These services/programs must be funded by the appropriate government agencies. (87, 96)

I-29. Military Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities. The Association supports federal and state increases in benefits and programs, including retirement benefits, for these military veterans to meet their needs. (81, 97)

I-30. Traffic Safety

The National Education Association believes that traffic deaths and injuries must be reduced. The Association supports—

a. Enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances

b. Appropriate educational experiences for students regarding the effects of driving while under the influence

c. Recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence

d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants and young children

e. Legislation requiring the use of helmets for bicycle and motorcycle riders

f. Continued research and the development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 99)

I-31. Federal and State Support for Public Welfare

The National Education Association believes that conditions that cause reliance on public welfare must be alleviated. The Association also believes that the federal and state governments must work together to provide assistance in education, housing, child care, health care, transportation, and job training/placement. Furthermore, assistance must continue during the transition from welfare to work.

The Association further believes that no current employee should be displaced nor position abolished as a result of government efforts to move individuals from welfare to work. (71, 99)

I-32. Protection of Senior Citizens

The National Education Association condemns the physical, mental, and economic abuse of senior citizens.

The Association also condemns those policies and practices that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association believes that its affiliates should join in political action to bring about legislative and administrative reform at the state and national levels. (78, 97)

I-33. People Living with HIV/AIDS

The National Education Association believes that people living with human immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS) should be ensured fair and equitable treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by law. (94)

I-34. Disabilities Awareness

The National Education Association believes that the human and civil rights of students, staff, and community members with disabilities must be protected. The Association encourages its affiliates to educate their own members and the public at large to bring about an awareness of disability issues. (99)

I-35. Accessibility for Persons with Disabilities

The National Education Association believes that all buildings should be in compliance with the accessibility standards of the Americans with Disabilities Act. (88, 97)

I-36. Protection of Persons with Mental Disabilities

The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

The Association also believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. The Association further believes that individuals with mental disabilities should not be subjected to capital punishment. (89, 97)

I-37. Care of the Mentally Ill

The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-38. Elimination of Discrimination

The National Education Association is committed to the elimination of discrimination based on race, ethnicity, religion, disability, sexual orientation, and all other forms of discrimination.

The Association condemns any code or system of discrimination and exploitation. The Association believes that sanctions are both justified and necessary against governments, organizations, businesses, and/or groups that utilize or support discriminatory practices. (76, 99)

I-39. Discrimination by Organizations

The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not partic-

ipate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association also urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 98)

I-40. Institutional Discrimination

The National Education Association believes that the fabric of our society is strengthened when the contributions of all its diverse members are encouraged and embraced. The Association recognizes that institutional and public policies and practices sometimes discriminate against some segments of the population.

The Association deplores those social, institutional, and governmental actions and policies that engender discriminatory practices. The Association encourages its affiliates, in concert with community organizations, to educate the public to bring about an awareness of such policies and practices and to actively work to eliminate them. (98, 99)

I-41. Use of Prejudicial Terms and Symbols

The National Education Association deplores prejudice based on race, ethnicity, religion, sexual orientation, gender, age, disability, size, marital status, or economic status and rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice. (92, 94)

I-42. Hate-Motivated Violence

The National Education Association believes that hate-motivated violence, including, but not limited to, physical and verbal violence against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, or economic condition is deplor-able. The Association also believes that the threat or promotion of such violence is equally deplorable. The Association further believes that federal, state, and local governments and community groups must oppose and eliminate hate-motivated violence. (91, 99)

I-43. Violence Against and Exploitation of Asians/Pacific Islanders

The National Education Association opposes the expression of covert and overt sentiments, threats, and incidents of racially motivated physical and/or verbal violence toward Asians/Pacific Islanders. The Association believes that community-based educational programs should be developed by local school systems in conjunction with Asian/Pacific Islander groups to eliminate this violence. The Association supports clear and consistent law enforcement to protect the civil and human rights of the victims of such violence.

The Association also opposes the exploitation of women as mail-order brides. (84, 99)

I-44. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of constitutional guarantees and is repugnant to the American ideals of life, liberty, and property.

The Association condemns the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations. (82, 98)

I-45. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association also believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89, 98)

I-46. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service announcements, and all other forms of communication.

The Association believes that, although English is the language of political and economic communication in the United States, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 93)

I-47. Inclusive Medical Studies

The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (91)

I-48. Sexual Harassment

The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse.

The Association believes that students and education employees should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties

d. Form and train support groups to assist in the counseling of targets of alleged sexual harassment. (88, 99)

I-49. Equal Opportunity for Women

The National Education Association believes that all persons, regardless of gender, must have equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports an amendment to the U.S. Constitution (such as the Equal Rights Amendment) that guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. The Association also supports the enactment and full funding of the Women's Educational Equity Act.

The Association also believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, sexual orientation, and gender.

The Association further believes that governing boards and education associations must eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include family leave, maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave that encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association believes that national, state, and local agencies should consider research specifically related to women and their health problems and concerns.

The Association also believes that professional associations at all levels should adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association further believes in the establishment of women's education committees in local and state affiliates as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 99)

I-50. Personal Relationships in Higher Education

The National Education Association recognizes that in institutions of higher education adult students and education employees may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of any higher education employee, are unprofessional. The Association encourages its affiliates in institutions of higher education to seek the establishment of strong policies declaring such relationships unprofessional. (89, 98)

I-51. Minority-Owned Businesses

The National Education Association believes that minority-owned businesses should be encouraged. The Association also believes that the federal government should initiate and continue policies that encourage minority-owned businesses. (89, 98)

I-52. Integration in the Public Schools

The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents/guardians/caregivers and students are involved in the development of plans designed to achieve integration. The Assoc-iation also believes that state and federal agencies should provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association further believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. The Association also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 99)

I-53. Ethnic-Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to achieve and maintain ethnic diversity in all categories of educational employment. The Association also urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 97)

J. Obtain For Its Members The Benefits Of An Independent, United Education Profession

J-1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations.

The Association also believes that the unity of effort of a professional organization promotes the interests of its members and advances a strong, healthy learning environment. (74, 94)

J-2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association encourages its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association also believes that assistance should be given to those local affiliates that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

Members of affiliated locals that are not the bargaining agent must be provided an effective means of processing grievances. (76, 99)

J-3. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. The opportunity to participate in the Association must be afforded every member without fear, intimidation, or retribution.

The Association also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 94)

J-4. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with Association affirmative action policies.

The Association further believes that its affiliates should maintain a commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 96)

J-5. Student Member Participation

The National Education Association believes that eligible students should have the opportunity to join the Association. The Association also believes that students should be encouraged to participate in the Association at the local, state, and national levels. Preprofessional and leadership training should be priorities.

The Association further believes that local advisers should be members of the Association. (91, 94)

J-6. Retired Member Participation

The National Education Association believes that retired members should be active participants within the Association at the national, state, and local levels.

Retired members should be involved in areas such as political action, legislative lobbying, member training, crisis assistance, development and maintenance of educational excellence, welfare and safety of children, public relations, and retirement issues. (76, 99)

J-7. Promotion of Teaching as a Career Choice

The National Education Association supports the establishment of organizations involving students interested in the field of education as a profession. The Association believes that its state affiliates should promote the establishment of such organizations at all age levels and encourage its members to serve as advisers. (80, 96)

J-8. Universal Education Employee Rights

The National Education Association supports the efforts of all associations of education employees in the world to secure basic rights for their members. The Association commends those education employees and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of education employees obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against education employees and their organizations and, thus, the children and youth of those countries. The Association urges the U.S. government to refrain from supporting any governments that suppress academic freedom and literacy.

The Association also urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 95)

J-9. Organizations of Other Nations

The National Education Association believes that a strong international community of education employees is necessary to promote international understanding and to defend the interests of education employees in all countries. The Association actively supports the Education International and will continue to cooperate with professional education organizations of other nations. (69, 95)

To access the NEA Resolutions online, go to Http://www.nea.org/resolutions

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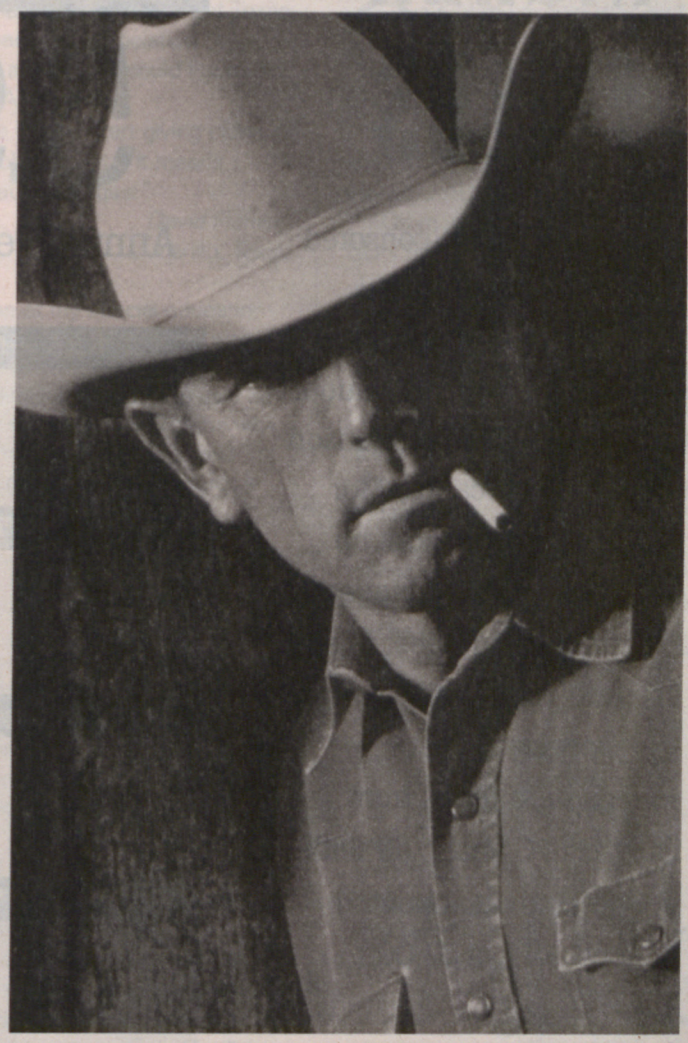
Most educators and parents would agree that a tobacco company has no place in America's classrooms. But that's just what's happening in West Virginia and Jefferson County, Kentucky, where officials have accepted money from the Philip Morris and Brown & Williamson tobacco companies for school programs to "reduce youth tobacco use."



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in the Light Lane

I Left My Heart...in Texas?

On the first day of my first year of teaching, I was nervously greeting my new students as they walked into my fourth grade classroom.

One particularly outgoing student rushed through the door and said, "Hi! My name is Mary and I'm bad!" I caught my breath and answered, "Good morning Mary, my name is Ms. Volpe, and I believe we all have a good side and a bad side." Without skipping a beat Mary replied, "Well, I left my good side in Texas."

Ren Volpe
San Francisco, California

I picked up my neighbor's son, Max, after his first day of kindergarten.

Teaching sixth graders for so long, I had forgotten the innocence of five- and six-year-olds. I asked Max how his day was and he told me about every kid in his class. He said that there was one girl who talked funny.

I asked him, "Was she hoarse?" He gave me the strangest look, so I elaborated, "You know, did she have a frog in her throat?"

Max replied, "Niki, she didn't swallow any animals."

Niki Tilicki
Tucson, Arizona

"Is this your first year running with the bulls?"

Some of my students take almost everything I say literally, even slang terms.

Early in the school year, while returning spelling pretests, I reminded the students not to look for a grade, since it was a pretest. I told them: "Instead of grades, I wrote comments such as: Good Try, Study Hard for the Test, You're There!, whatever..."

As I walked back toward my desk I overheard one of my girls, who had really been struggling with spelling, comment to a friend:

"I'll bet mine says 'Whatever!"

Michael Gregory
Joplin, MO

While discussing an upcoming trip to our nation's capital, a resource assistant in our building asked a student what the "D.C." stood for when referring to our capital.

The student confidently replied "Dot Com!"

Scott Fowler
Salisbury, Maryland

Last year I came back from Christmas vacation and told my fourth grade students that I was pregnant. They were really excited and asked me all kinds of questions.

One boy raised his hand and said, "When you are about to have the baby, doesn't your water pipe break?"

I just laughed and told him, yes, but it isn't called a water pipe.

Laura Rasey
Los Banos, California

On our way from the cafeteria each day, my class likes to stop on the large U.S. map that's painted in the courtyard.

Students have to choose a different state each time, and tell me three facts about that state.

One child raised her hand to be first. I asked which state she was on. She replied, "Hawaii."

Then everyone began laughing hysterically. Instead of saying the capital was Honolulu, she said, "The capital of Hawaii is "Hallelujah."

Janice Poirier
Jupiter, Florida

One of my third grade students wrote in his journal that he was disappointed he couldn't go to work with his mom on "Take Your Child to Work Day" as they had planned. He wrote that his sister had to go to the emergency room.

I asked if his sister was OK. He replied, "Yes. She just had an impacted vowel."

Nancy Veenendaal
Sun Prairie, Wisconsin

On one of our casual Fridays during January, I wore my TSTA/NEA sweatshirt to school. I noticed several students kept looking at my sweatshirt.

Finally, one student asked what it meant. Instead of telling them, I gave them clues to figure out each letter. They quickly figured out Texas State Teachers Association.

Then I asked who could figure out what NEA means.

Before I could start giving clues, a student blurted out, "It means Never Eat Asparagus!"

David Fleming
Amarillo, Texas

One of my special education high school students was telling me she spent the weekend with her dad. She said he gave her some money and she was saving it for a rainy day. I asked her what did it mean to save for a rainy day.

She replied, "I'm saving to buy a raincoat."

Georgette Dredge
Houston, Texas

During a video presentation on whales, the narrator announced that because of their low numbers, scientists were concerned with the gene pool of a particular whale.

One of my second graders became confused and said, "I didn't think whales wore pants."

I assured her they didn't. "Then why," she asked, "are they worried about their jeans?"

Gail Wasilishen
Woodbridge, New Jersey

The celebrated author Debbi Dadey was spending the entire day at our elementary school. As the author toured the building, we observed a third grader carrying a basket filled with Debbie's books.

"What a great selection of books! Where did they all come from?" Debbie asked.

The child gave Debbie a puzzled look, and replied, "Why, you wrote them!"

Cyndy Nichols
West Salem, Wisconsin

I complimented Danny, a second grade student, on how nicely his hair was combed. Danny then checked me over, looking for something nice to say about me. He looked at my shoes, fastened with two velcro strips, then suddenly asked, "Mr. Schulz, don't you know how to tie shoes yet?

Alan Schulz
Salt Lake City, Utah

After spring break, my first graders were planting flowers for Mother's Day gifts.

"Do you have any more of those crazy flower seeds?" Heather asked.

It took me a few moments to realize she meant wild flowers!

Connie Connely
Catoosa, Oklahoma

One of my middle school students silently read a poster that said "ADDICTION PROBLEMS? Call 1-800-xxxx"

He said he needed to call that number at once, but then he reread the word ADDICTION.

"Oh man, I thought it said ADDITION PROBLEMS!"

Glen G. Brown
Douglas, Georgia

My first assignment in a speech unit in seventh grade language arts class asked each student to decide upon a contemporary controversial topic to research.

The next day when the class handed in their topics, one student wrote "Youth In Asia." I finally realized he meant "Euthanasia."

Mary Alice Dick
Fort Wayne, Indiana

One of my more trying, but loveable students entered my classroom with arms spread wide, a big smile, and said, "The Protestant son returns!"

When I stopped laughing I explained the word he was looking for was "prodigal."

Beverly Frederick
Duncan, Oklahoma

Got Laughs?

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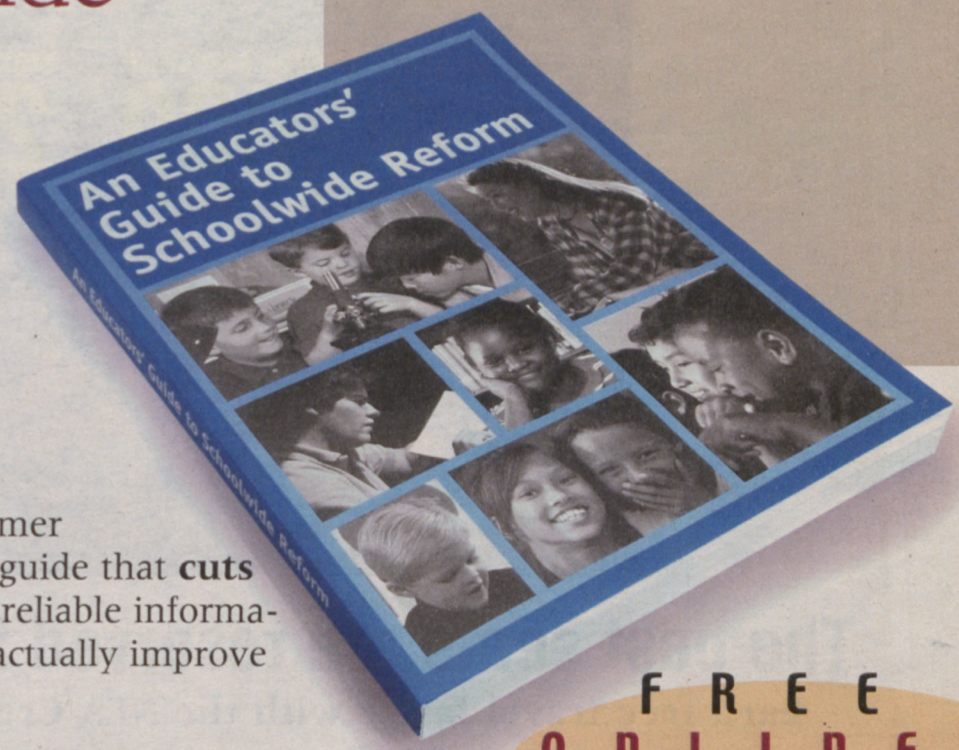

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The NEA Credit Card Program® has been developed for NEA members and their families only. If a member decides not to renew his/her membership, that person and their family will no longer be eligible to receive the preferred rates, fees and special promotions (including Travel Rewards) offered through the NEA Credit Card Program. If eligible, a replacement card will be offered. This credit card program is issued and administered by MBNA America Bank, N.A.

***NEA Travel Rewards Highlights of Terms and Conditions:** These are highlights of the complete Terms and Conditions of the NEA Travel Rewards program ("Program"). The Program offers air travel, auto rental and hotel accommodation rewards in exchange for Travel Rewards *Point* earnings *("Point(s)")*.

Air travel rewards consist of a scheduled round-trip ticket for travel within or between two designated zones of the lower 48 states (Zone 1 – locations within the Eastern and Central time zones; Zone 2 – locations within the Mountain and Pacific time zones); plus travel from Alaska and Hawaii. The number of *Points* and corresponding maximum dollar value of tickets ("MDV") required for travel are: for travel wholly contained within Zone 1 or Zone 2: 10,000/$300; between Zones 1 and 2: 15,000/$500; to Alaska, Hawaii, Puerto Rico, Canada, Mexico, the Caribbean, the Bahamas or Bermuda: 25,000/$600; to Europe (and any other international destination which may be available): 35,000/$1,000.

MDV includes taxes and destination fees. Tickets will be Economy class and will be the lowest available published fare at the time of booking. Whenever possible a direct flight will be booked; there is a limit of two connections. Actual date and time of travel are subject to availability. You may select a carrier and/or upgrade to first class travel: If you choose either, you may charge the cost difference to your *Travel Rewards* credit card and earn *Points* for the transaction. Additional terms apply. All reservations and ticketing must be at least 21 days before travel date. All travel must include a Saturday night stay. For international travel, your stay must be at least seven days but no more than 30 days. Other restrictions apply. Common Carrier Travel Accident Insurance coverage is applicable to any airline ticket obtained with *Points* and/or paid for with your *Travel Rewards* credit card. See your card benefits materials for coverage details.

Automobile rental rewards are for **midsize** vehicles with pickup and return to the same rental location anywhere within the United States. Advance reservations of at least seven days are required and are subject to availability. You must meet all credit, age, and driver requirements in effect at the time and place of rental. 2,000 *Points* are needed for each single day rental (MDV: $60, including tax); 1,000 *Points* for a single weekend day rental (MDV: $35, including tax) and 9,000 *Points* for a seven-day rental period (MDV: $300, including tax). Optional charges are your responsibility. Other conditions apply. Your credit card supplemental collision damage deductible waiver coverage is available.

Hotel accommodation rewards are valid at participating properties in the United States. Advance reservations of at least seven days are required and are subject to availability. There is no minimum stay requirement. Rewards are valid for a standard single- or double-occupancy room with a nightly rate, including tax. Personal, optional and incidental expenses are your responsibility. These are the current requirements for a hotel accommodation reward: for a nightly room rate up to $110: 3,000 *Points* and for a room rate up to $200: 5000 *Points*.

The Program has a yearly fee, currently $30. You may accrue an annual maximum of 70,000 *Points*. Your *Points* may not be combined with anyone else's *Points*. *Points* will expire five years from the end of the year in which they are earned. *Points* have no cash value. *Points* may be earned and redeemed only if your account is in good standing. **Earn one *Point* for every dollar in Net Purchases charged to the account. "Net Purchase" means the purchase of goods or services by you and your authorized user(s) made with the NEA *Travel Rewards* credit card, less credits and plus or minus any adjustments. Net Purchases does not include finance charges; cash advance transactions; any balance(s) permissibly transferred between MBNA accounts; cash advances redesignated as purchases; the purchase of money orders, wire transfers, bets, lottery tickets, or casino gaming chips; unauthorized charges; credit life insurance premiums; late or over-the-credit-limit fees; and other fees and charges assessed on your account. Fractions of dollar values of Net Purchases will be rounded to the nearest whole dollar.**

There are no exchanges or refunds for no-shows or partially used rewards. Lost, stolen, or otherwise destroyed travel documents may not be reissued or replaced. *Points* may not be combined with any other discounts, special rates, promotions, or other rewards programs offered by MBNA or any other entity, including airline frequent flyer programs or airline credit card programs. No retroactive *Points* will be awarded.

MBNA reserves the right to change any or all of the terms, benefits, or conditions of participation in this program, including, but not limited to, withdrawing, limiting or modifying any reward or increasing the number of *Points* required for any reward. Violations of the terms of this program may result in liability for damages, termination of program eligibility, loss of *Points*, and revocation of issued but unused rewards.

The NEA Travel Rewards Program is administered by Palladian Travel Services℠, a division of MBNA America Bank (Delaware). Palladian Travel Services is a California Seller of Travel (Reg. No. 2041375-40), is registered with the State of Florida as a Seller of Travel (Reg. No. ST-30109) and is a Registered Ohio Travel Agency (Reg. No. 87890234). MBNA America Bank, N.A., its parent, subsidiaries and affiliates, including MBNA America Bank (Delaware) and Palladian Travel Services (collectively "MBNA") shall not be liable for any bodily harm and/or property damage which may result from your participation in the Program. In the event of any cancellation, irregularity or mishap affecting reward travel or reservations, MBNA will not be responsible for any expenses incurred due to such event(s).

You are responsible for determining any tax liability which may result from your participation in this program. The terms of this program are subject to government approval and are void where prohibited by law.

MBNA America is the exclusive issuer and administrator of the *Platinum Plus* Credit Card Program.

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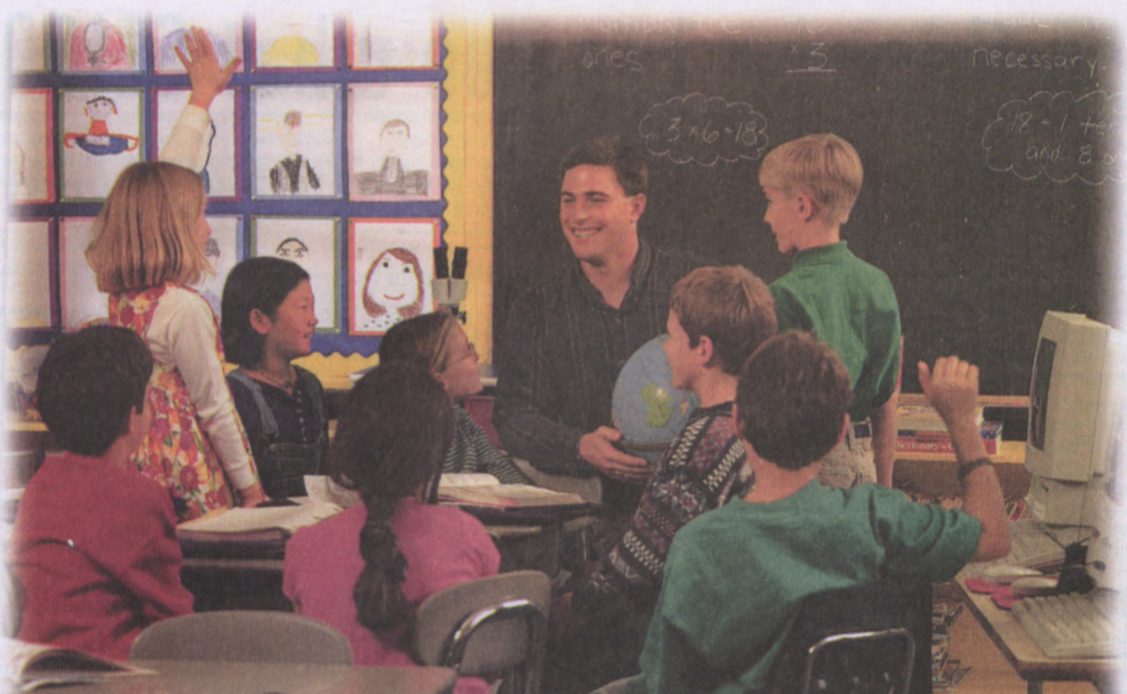

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	CAR 2			
Property Damage: _____ Per Occurrence	CAR 1			
	CAR 2			
Personal Injury Protection or Medical Payments: _____ Per Person	CAR 1			
	CAR 2			
Uninsured Motorists: _____ Per Person _____ Per Occurrence _____ Property Damage	CAR 1			
	CAR 2			
Comprehensive (Your Car): _____ Deductible	CAR 1			
	CAR 2			
Collision (Your Car): _____ Deductible	CAR 1			
	CAR 2			
Rental Reimbursement: _____ Per Disablement	CAR 1			
	CAR 2			
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